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ABSTRACT

This user manual provides students, teachers, counselors, and other school personnel with a set of practical instruments and procedures designed to measure the generalizable communications skills of students in secondary vocational programs. These instruments, strategies, and procedures are intended for diagnostic and prescriptive purposes regarding the functional learning abilities and problems of students having difficulty in successfully completing vocational programs. The first section describes the list of generalizable communications skills areas and skills. The second, third, and fourth sections describe the Student Self-Ratings Instrument, Teacher Ratings Instrument, and Performance Test, respectively. These three sections provide information regarding the assessment procedures, including instrument development, item analysis, reliability, validity, administration, scoring, and uses. The fifth section describes how the Student Self-Ratings and Teacher Ratings can be used in combination with the Performance Test assessment instrument and how the scores may be used and interpreted. Appendixes present the list of generalizable skills charts, additional important communications skills, Student Self-Ratings, Teacher Ratings, and Performance Test and answer key. (YLB)

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Generalizable Communications Skills Assessment
User Manual

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Purpose of the User Manual

The major purpose of the User Manual is to provide students, teachers, counselors, and other school personnel with a set of practical instruments and procedures designed to measure the generalizable communications skills of students in secondary vocational programs. Three types of assessment instruments and procedures were developed, and are presented and discussed: (a) Student Self-Ratings, (b) Teacher Ratings, and (c) Performance Test.

The User Manual is organized around five major sections: The first section describes the list of generalizable communications skill areas and skills. The second, third, and fourth sections describe the Student Self-Ratings Instrument, Teacher Ratings Instrument, and Performance Test, respectively. These three sections provide information regarding the assessment procedures that include: (a) instrument development, (b) item analysis, (c) reliability, (d) validity, (e) administration, (f) scoring, and (g) uses. The fifth section describes how the Student Self-Ratings and Teacher Ratings can be used in combination with the Performance Test assessment instrument and how the scores may be used and interpreted. Further, the appendices present the list of generalizable skills color charts, additional important communications skills, Student Self-Ratings, Teacher Ratings, Performance Test, Skill Profiles, and Performance Test Answer Key.

The generalizable communications skills assessment instruments, strategies, and procedures may be used for identifying the functional learning abilities and problems of students having difficulty in successfully completing vocational programs. After identifying students' communications skill levels, teachers will have a basis on which to present and deliver the instructional, remedial, and support services necessary for students to succeed in their chosen programs. The assessment instruments are <u>not</u> intended as screening

devices for admission or exclusion purposes, but are intended for diagnostic and prescriptive purposes. The information contained in the User Manual and the information obtained from the assessments can be used in individualized and group planning, assessment, curriculum development, instruction, and evaluation activities.

Generalizable Communications Skills

The generalizable communications skills identified and validated in the secondary vocational programs and occupations in the State of Illinois were used as a basis for developing the assessment strategies and procedures contained in this User Manual. A generalizable communications skill is a skill which is basic to, necessary for success in, and transferable (or common) within and/or across vocational programs. The entire report or executive summary describing the skills may be obtained from the Illinois State Board of Education/Department of Adult, Vocational, and Technical Education and is entitled, "Identification of Generalizable Skills in Secondary Vocational Programs."

The communications skills identified as generalizable within and across agricultural; business, marketing, and management; health; home economics; and industrial occupations programs are illustrated in the color charts contained in Appendix A. Five categories of generalizable communications skills were identified and include: (a) Words and Meanings (9 skills), (b) Reading (8 skills), (c) Writing (3 skills), (d) Speaking (3 skills), and (e) Listening (4 skills).

In addition, several communications skills (see Appendix B) were identified as important but not necessarily generalizable in various individual vocational programs. While similar skills may not be generalizable across vocational programs, they are frequently important for success in various programs and occupations. The focus of this User Manual, therefore, is on strategies and procedures for assessing generalizable communications skills in secondary vocational programs.

Student Self-Ratings

Instrument Development

The purpose of the generalizable communications skills Student Self-Ratings assessment instrument (see Appendix C) is to assess how well students can perceive or estimate their own generalizable communications skills. The generalizable communications skills listed in Appendix A were used as a basis for systematically developing the Student Self-Ratings assessment instrument. The skills were identified through a combination of literature reviews, curriculum analyses, employer/worker reviews and surveys, teacher reviews and surveys, and other data sources.

Each of the generalizable communications skills was translated into 5 scales and 27 instrument items and includes: (a) Words and Meanings Scale (9 items), (b) Reading Scale (8 items), (c) Writing Scale (3 items), (d) Speaking Scale (3 items), and (e) Listening Scale (4 items). Several items in the Student Self-Ratings contain examples to clarify the skills. A four-point Likert scale based on "degree of skill" is used to measure each skill and includes: (a) "1" Cannot Do, (b) "2" Cannot Do Too Well, (c) "3" Can Do Fairly Well, and (d) "4" Can Do Well. Directions and an example are provided to assist students in using the instrument.

Several drafts of the Student Self-Ratings were developed and reviewed by a panel of experts which included teachers, students, administrators, teacher educators, and researchers. The panel's input regarding content, design, meaning, clarity, and readability was used in producing subsequent revisions of the Student Self-Ratings. The instrument was also pilot tested on a random sample of students in selected secondary vocational programs. Based on the collective feedback from the panel of experts and information/

data collected from the pilot testing, the final version of the Generalizable Communications Skills Student Self-Ratings assessment instrument was produced. The Student Self-Ratings were then considered to possess a sufficient degree of content and face validity. Extensive field testing was conducted to estimate the reliability and further validate the Student Self-Ratings.

Reliability

Reliability is concerned with the extent to which a measuring instrument is capable of producing measures that are internally consistent, precise, and stable. The reliability of the Student Self-Ratings was estimated by internal consistency reliability and test-retest reliability.

Internal Consistency Reliability

The internal consistency reliability of the total Student Self-Ratings instrument is .93 (Cronbach's Coefficient Alpha). This value indicates that the instrument is highly internally consistent and is measuring a uniform or single construct of generalizable communications skills. For 15 vocational programs (Horticulture; Agricultural Mechanics; Secretarial; Data Processing; Computer Programming; Nurse Aide; Practical Nursing; Health Occupations Cooperative Education; Food Management, Production, and Service; Child Care; Child Development; Auto Mechanics; Welding; Cosmetology; Carpentry) the reliability coefficients range from .81 to .98. The coefficient for males is .94 and for females is .92. In addition, the individual and total coefficients were generally in the high .80 to .93 range. The data indicate that the Generalizable Communications Skills Student Self-Ratings assessment instrument possesses high internal consistency and is a reliable measure for different vocational programs, and males and females.

Test-Retest Reliability

The test-retest reliability of the total Student Self-Ratings instrument is .81 (Pearson Product-Moment Correlation Coefficient (r)). This correlation indicates that the Student Self-Ratings instrument re-administered over time (14 days) to the same students produces similar results, and is, therefore, capable of producing stable measures. The test-retest reliability coefficients for 15 vocational programs generally range from .82 to .99. The coefficient for males is .90 and for females is .70. In addition, the individual and total scale coefficients are generally in the .50 to .98 range. Most of the correlations were significant at the $p < .05$., $p < .01$., and/or $p < .001$. level of significance. The test-retest reliability data indicate that the Generalizable Communications Skills Student Self-Ratings assessment instrument possesses an acceptable level of test-retest reliability and is a moderate to high stable measure for different vocational programs, and males and females.

Validity

Validity is concerned with the extent to which an instrument actually measures what it intends to measure. Evidence of validity is frequently obtained through content analysis and judgments by instrument users as was described in the instrument development section. Validity information about a measuring instrument may also be obtained through comparisons with other similar tests or criterion measures, analysis of particular psychological traits, or other procedures. In addition to content and face validity, the Student Self-Ratings instrument was examined regarding evidence of construct validity.

Construct Validity

The construct validity of a measurement instrument is generally concerned with determining what psychological trait(s) the instrument is actually measuring. If the Student Self-Ratings have evidence of construct validity, they should produce results which agree or are consistent with the performance test for different vocational programs, males and females, and students who have high, average, and low levels of communications aptitude.

The correlation (r) between the total Generalizable Communications Skills Student Self-Ratings and Performance Test is .42. This coefficient indicates that there is a moderate relationship or agreement between the Student Self-Ratings and Performance Test. The correlations between the Student Self-Ratings and Performance Test for 15 vocational programs range from -.34 to .65. The coefficient for males is .52 and for females is .15. In addition, the individual and total scale coefficients are generally in the .10 to .78 range, although most coefficients are below .60. Several of the correlations were significant at the $p < .05.$, $p < .01.$, and/or $p < .001.$ level of significance.

While the Student Self-Ratings are highly reliable measures in terms of internal consistency and stability, they have a low to moderate relationship or agreement with the Performance Test. The data suggest that the Student Self-Ratings are probably detecting student characteristics or variables other than vocational programs, and gender. For example, the Student Self-Ratings may reflect, in some cases, students' self-esteem or self-image. Therefore, some students may be underestimating their skills while other students may be overestimating their skills relative to their scores on the Performance Test. The Student Self-Ratings may also be detecting other similar psychological variables. Therefore, when using the Student Self-

Ratings, school personnel should be aware that an individual student's ratings may be somewhat higher or lower than his/her actual score on the Performance Test.

Administration

A brief explanation by the teacher or other appropriate school personnel as to the purpose of the Student Self-Ratings assessment instrument may help the student to maintain interest and motivation for completing the Ratings. The Ratings may be administered to individual students or to a group of students.

Each student is provided a Student Self-Ratings instrument that includes directions and an example for completing the Ratings. On the first page of the Ratings, the student should write his/her name, write his/her teacher's name, write the name of his/her school, check (√) his/her vocational program area, and write the name of his/her vocational program. Students are then directed to "Indicate, by circling the number, how well you believe you can do each of the following communications skills." It is important that students understand they are only to rate how well they believe they can do each of the skills, and not to actually "perform" the skills. At the end of the Ratings, in the spaces provided, students may also write comments about their communications skills.

Students should be permitted as much time as is necessary to complete the Student Self-Ratings. The administrator (e.g., teacher, counselor) of the Ratings may decide to stop the assessment at a logical point (e.g., at the end of a scale) and continue at a later time. Students should understand that the results of the Student Self-Ratings instrument will not affect their admission to or participation in a vocational program or class.

Scoring

The Generalizable Communications Skills Student Self-Ratings assessment instrument may be scored and the results interpreted for individual skills, for scales, and/or for the total instrument (i.e., all 5 scales and 27 skills).

Individual Skills

If the ratings are interpreted for each individual skill, each descriptor (i.e., "Cannot Do," "Cannot Do Too Well," "Can Do Fairly Well," "Can Do Well") may describe a student's self-reported skill level. For example, a rating of "4" or "Can Do Well" on a specific skill, may indicate a high level of skill proficiency--assuming no overestimation--(see pages 33 and 34) for an individual student; thus, no major learning problem may exist, and specific learning prescriptions (e.g., additional instruction) or support services may not be necessary. Conversely, a rating of "1" or "Cannot Do" may likely suggest that a low skill level exists--assuming no underestimation--(see page 34) and that learning prescriptions including remedial or support services are probably needed for an individual student.

A rating of "2" or "Cannot Do Too Well" may indicate that perhaps some (i.e., average) skill proficiency is present but the student may encounter problems at different stages of communications skills. In such cases, the learning prescription needs to focus on those specific areas in which students are having difficulty and correct them accordingly. A rating of "3" or "Can Do Fairly Well" (i.e., average skill proficiency) most likely indicates that in many situations a student can perform a skill but may have difficulty at times during different stages. Similarly, a learning prescription should focus on those areas causing some difficulty for students. Scoring and interpreting individual skills probably are most useful for diagnosing specific functional

learning problems, and for subsequently prescribing the needed support services or additional work necessary for attaining increased skill proficiency.

Scales and Total Instrument

The Student Self-Ratings may also be scored and interpreted by individual scales or by the total instrument. An overall indication of skill proficiency can be obtained and may include: (a) 1-1.99 average rating; low skill proficiency, (b) 2.00-2.99 average rating; average skill proficiency, and (c) 3.00-4.00 average rating; high skill proficiency. For example, a 3.5 average skill rating on a scale (e.g., words and meanings, skills 1-9) or the total instrument (all 5 scales and 27 skills) may indicate a moderately high self-report of skill proficiency. Minimal, if any, additional instructional or support services may be needed for an individual student to attain the communications skills required for success in his/her vocational program. An average skill rating of 1.5, however, probably would suggest that additional instruction, remedial, and/or support services are necessary for assisting a student to attain the required skill levels.

It should also be noted again that an individual student's Self-Ratings on specific skills and scales, or the total instrument, may be somewhat overestimated or underestimated relative to his/her score on the Generalizable Communications Skills Performance Test. However, as students use the Student Self-Ratings more frequently, they should become increasingly familiar with the communications skills requirements of their vocational programs. In addition, using the Student Self-Ratings should allow students to become more knowledgeable about their learning strengths and functional learning problems, and become self-directed in the assessment and learning process. Further, for students who underestimate or overestimate their generalizable communications skills, use of the Student Self-Ratings should

assist their self-reports to become consistent with their actual performance (scores).

The teacher may use the "Skill Profile" provided with the Student Self-Ratings instrument (see Appendix C). The Ratings may be transferred from the instrument to the "Skill Profile" when developing and maintaining progress reports/records for students. The "Skill Profile" may serve as a reference useful in individualized instructional planning.

Uses

The Generalizable Communications Skills Student Self-Ratings assessment instrument, as stated previously, has potential for allowing students to become more familiar with the communications skills requirements of their programs and become more cognizant of their learning strengths and functional learning problems. The Ratings could also assist students to become more self-directed in the learning and decision-making processes. The Student Self-Ratings could, therefore, be useful throughout a student's vocational course or program.

The Student Self-Ratings could be administered during the first week of classes (daily if necessary) and every week (formative assessment) thereafter, as well as at the end of the course or program to provide summative information about student skill proficiencies. Teachers or other school personnel should plan for and use the Self-Ratings as frequently as necessary, based on individual student needs.

The information and interpretation of the Ratings should be helpful not only in assessment activities but also for instructional planning, curriculum development, instructional delivery, and evaluation. For example, the information obtained on individual students may assist in developing individualized vocational/career plans. The assessment information obtained can help in

writing instructional objectives, planning activities, and designing appropriate evaluation methods. Based on the assessment data obtained, the teacher can develop curriculum by identifying those necessary generalizable communications skills that need to be taught through infusion in vocational instruction, separate courses, or remediation and support services. The teacher may also use the Student Self-Ratings assessment information for revising, modifying, or improving his/her instructional delivery techniques for individual students.

The teacher may choose between or use a combination of the Student Self-Ratings, Teacher Ratings, and Performance Test for assessing a student's generalizable communications skill levels. Each instrument, which is designed to measure the same generalizable communications skills, provides unique input about student skill proficiencies by using different strategies.

In summary, the Student Self-Ratings have several uses which may include:

- Creating an awareness in the student of the communications skills requirements of his/her vocational program.
- Permitting the student to become actively involved in the assessment process.
- Providing formative and summative assessment information about a student's learning strengths and functional learning problems.
- Assisting the student in becoming self-directed in the learning and decision-making processes.
- Aiding in instructional planning, curriculum development, instructional delivery, and evaluation activities.
- Providing information useful for developing individualized vocational/career programs.

Teacher Ratings

Instrument Development

The purpose of the Generalizable Communications Skills Teacher Ratings assessment instrument (see Appendix D) is to assess how well teachers can perceive or estimate their students' generalizable communications skills. The same scales, skills, items, and procedures used to develop the Student Self-Ratings instrument were used to develop the Teacher Ratings instrument. The format and content of the Teacher Ratings were identical to the Student Self-Ratings, except for the directions which were directed toward teachers.

Several drafts of the Teacher Ratings were developed and reviewed by a panel of experts which included teachers, administrators, teacher educators, and researchers. The panel's input regarding content, design, meaning, clarity, and readability was used in producing the revisions of the Teacher Ratings instrument. The instrument was also pilot tested on a random sample of teachers in selected secondary vocational programs. Based on the collective feedback from the panel of experts and information/data from the pilot testing, the final version of the Generalizable Communications Skills Teacher Ratings was produced. The Teacher Ratings were then considered to possess a sufficient degree of content and face validity. Extensive field testing was conducted to estimate the reliability and further validate the Teacher Ratings.

Reliability

Internal Consistency Reliability

The internal consistency reliability of the total Teacher Ratings instrument is .98 (Cronbach's Coefficient Alpha). This value indicates that the instrument is highly internally consistent and is measuring a uniform or single construct of generalizable communications skills. For 15 vocational programs

the reliability coefficients range from .93 to .99. The coefficient for males is .99 and for females is .98. In addition, the individual and total coefficients were generally in the .80 to 1.00 range. The data indicate that the Generalizable Communications Skills Teacher Ratings assessment instrument possesses high internal consistency and is a reliable measure for different vocational programs, males and females, and students who have high, average, or low communications aptitude.

Test-Retest Reliability

The test-retest reliability of the total Teacher Ratings instrument is $r = .76$. This correlation indicates that the Teacher Ratings instrument re-administered over time (14 days) to the same teachers is capable of producing stable measures. The test-retest reliability coefficients for 15 vocational programs generally range from .63 to .98. The coefficient for males is .78 and for females is .75. In addition, the individual and total scale coefficients are generally in the .50 to .98 range. Most of the correlations were significant at the $p < .05.$, $p < .01.$, and/or $p < .001.$ level of significance. The test-retest reliability data indicate that the Generalizable Communications Skills Teacher Ratings assessment instrument generally possesses an acceptable level of test-retest reliability and is a moderate to high stable measure for different vocational programs, and males and females.

Validity

Construct Validity

The correlation (r) between the total Generalizable Communications Skills Teacher Ratings and the Performance Test is .35. This coefficient indicates that there is a low relationship or agreement between the Teacher Ratings and

Performance Test. The correlations between the Teacher Ratings and Performance Test for 15 vocational programs range from -.11 to .75. The coefficient for males is .24 and for females is .47. In addition, the individual and total scale coefficients were generally in the .30 to .85 range, although most coefficients were below .60. Several of the correlations were significant at the $p < .05.$, $p < .01.$, and/or $p < .001.$ level of significance.

While the Teacher Ratings are highly reliable measures in terms of internal consistency and stability, they have a low to moderate relationship or agreement with the Performance Test. The data suggest that the Teacher Ratings, similar to the Student Self-Ratings, are probably detecting student characteristics or variables other than vocational programs, gender, or level of communications aptitude. For example, some teachers may be underestimating their students' skills while other teachers may be overestimating their students' skills relative to scores on the Performance Test. The Teacher Ratings may also be detecting other psychological variables. Therefore, when using the Teacher Ratings, school personnel should be aware that an individual teacher's ratings of his/her students may be somewhat higher or lower than the students' actual scores on the Performance Test.

Administration

One Teacher Ratings instrument is to be used for each student who is being assessed at a given time. The Teacher Ratings include directions and an example for completing the Ratings. On the first page of the Ratings, the teacher may write his/her student's name, write his/her name, write the name of his/her school, check (√) his/her vocational program area, and write the name of his/her vocational program. Teachers are then directed to "Indicate, by circling the number, how well you believe the student named on the cover sheet can do each of the following communications skills." At the end of the

Ratings, in the spaces provided, teachers may also write comments about their students' communications skills.

Teachers should use as much time as is necessary to complete the Ratings for each student. The teacher may decide to stop the assessment at a logical point (e.g., at the end of a scale) and continue at a later time. Teachers should not use the results of the Teacher Ratings instrument to affect a student's admission to or participation in a vocational program or class.

Scoring

The Generalizable Communications Skills Teacher Ratings assessment instrument, similar to the Student Self-Ratings instrument, may be scored and the results interpreted for individual skills, for scales, and/or for the total instrument (i.e., all 5 scales and 27 skills).

Individual Skills

If the Ratings are interpreted for each individual skill, each descriptor (i.e., "Cannot Do," "Cannot Do Too Well," "Can Do Fairly Well," "Can Do Well") may describe a teacher's report of a student's skill level. For example, a rating of "4" or "Can Do Well" on a specific skill may indicate a high level of skill proficiency--assuming no overestimation--(see pages 33 and 34) for an individual student. Thus, no major learning problem may exist, and specific learning prescriptions (e.g., additional instruction) or support services may not be necessary. Conversely, a rating of "1" or "Cannot Do" may likely suggest that a very low skill level exists (assuming no underestimation; see page 34) and that learning prescriptions including remedial or support services are probably needed for an individual student.

A rating of "2" or "Cannot Do Too Well" may indicate that perhaps some (i.e., average) skill proficiency is present but the student may encounter problems at different stages of communications skills. In such cases, the learning prescription needs to focus on those specific areas in which students are having difficulty and correct them accordingly. A rating of "3" or "Can Do Fairly Well" (i.e., average skill proficiency) most likely indicates that in many situations a student can perform a skill but may have difficulty at times. Similarly, a learning prescription should focus on those areas causing some difficulty for students. Scoring and interpreting individual skills probably is most useful for diagnosing specific functional learning problems, and for subsequently prescribing the needed support services or additional work necessary for attaining increased skill proficiency.

Scales and Total Instrument

The Teacher Ratings may also be scored and interpreted by individual scales or by the total instrument. An overall indication of skill proficiency can be obtained and may include: (a) 1-1.99 average rating; low skill proficiency, (b) 2.00-2.99 average rating; average skill proficiency, and (c) 3.00-4.00 average rating; high skill proficiency. For example, a 3.5 average skill rating on a scale (e.g., words and meanings scale, skills 1-9) or the total instrument (all 5 scales and 27 skills) may indicate a moderately high report of skill proficiency. Minimal, if any, additional instructional or support services may be needed for an individual student to attain the communications skills required for success in his/her vocational program. An average skill rating of 1.5, however, probably would suggest that additional instruction, remedial, and/or support services are necessary for assisting a student to attain required skill levels.

It should also be noted again that an individual teacher's ratings on specific skills and scales, or the total instrument, may be somewhat overestimated or underestimated relative to his/her students' scores on the Generalizable Communications Skills Performance Test. However, as teachers use the Teacher Ratings more frequently, they should become more knowledgeable about their students' learning strengths and functional learning problems. Further, for teachers who underestimate or overestimate their students' generalizable communications skills, use of the Teacher Ratings should assist their reports to become consistent with their students' actual performance (scores).

The teacher may use the "Skill Profile" provided with the Teacher Ratings instrument (see Appendix D). The Ratings may be transferred from the instrument to the "Skill Profile" when developing and maintaining progress reports/records for students. The "Skill Profile" may serve as a reference useful in individualized instructional planning.

Uses

The Generalizable Communications Skills Teacher Ratings assessment instrument, as stated previously, has potential for allowing teachers to become more familiar with the learning strengths and functional learning problems of students in their vocational programs. The Teacher Ratings could, therefore, be useful throughout a student's vocational course or program.

The Teacher Ratings could be administered during the first week of classes (daily if necessary) and every week (formative assessment) thereafter, as well as at the end of the course or program to provide summative information about student skill proficiencies. Teachers or other school per-

sonnel should plan for and use the Teacher Ratings as frequently as necessary, based on individual student needs.

The information and interpretation of the Ratings should be helpful not only in assessment activities but also for instructional planning, curriculum development, instructional delivery, and evaluation. For example, the information obtained on individual students may assist in developing individualized vocational/career plans. The assessment information obtained can help in writing instructional objectives, planning activities, and designing appropriate evaluation methods. Based on the assessment data obtained, the teacher can develop curriculum by identifying those necessary generalizable communications skills that need to be taught through infusion in vocational instruction, separate courses, or remediation and support services. The teacher may also use the Student Self-Ratings assessment information for revising, modifying, or improving his/her instructional delivery techniques for individual students.

The teacher may choose between or use a combination of the Teacher Ratings, Student Self-Ratings, and Performance Test for assessing a student's generalizable communications skill levels. Each instrument, which is designed to measure the same generalizable communications skills, provides unique input about student skill proficiencies by using different strategies.

In summary, the Teacher Ratings have several uses which may include:

- Creating an increased awareness in the teacher of the communications skills requirements of his/her vocational program.
- Permitting the teacher to become more directly involved in the assessment process.
- Providing formative and summative assessment information about a student's learning strengths and functional learning problems.
- Aiding in instructional planning, curriculum development, instructional delivery, and evaluation activities.
- Providing information useful for developing individualized vocational/career programs.

Performance Test

Instrument Development

The purpose of the Generalizable Communications Skills Performance Test assessment instrument (see Appendix E) is to assess how well students can perform generalizable communications skills as measured by a performance test. The same scales, skills areas, and procedures used to develop the Student Self-Ratings and Teacher Ratings instruments were used to develop the Performance Test instrument. However, the design, format, and nature of the item content were different from the Student Self-Ratings and Teacher Ratings.

The 27 generalizable communications skills were translated into 5 scales and a total of 250 items: (a) Words and Meanings Scale (9 skills/90 items), (b) Reading Scale (8 skills/80 items), (c) Writing Scale (3 skills/30 items), (d) Speaking Scale (3 skills/10 items), and (e) Listening Scale (4 skills/40 items).

The Performance Test is composed of one or more individual items for each of the skills. The exception to this is the Speaking Scale where only one item was developed for the three speaking skills (#21-23). Several formats (i.e. completion, three-distractor multiple-choice, open-ended) are used to measure each skill area. Directions and examples are provided to assist students in using the instrument.

The items contained in the Performance Test are, for the most part, self-contained such that the student may proceed at his/her own pace without administrator interaction. These items are indicated by the white pages in the Performance Test. However, three of the items require administrator interaction with the student. These are indicated by the yellow pages in the Performance Test and are located toward the end of the test. Complete

instructions for the administrator for these pages are included in the following section.

The Performance Test Answer Key is provided in Appendix F. Most of the items have either correct or incorrect answers. However, some of the answers require some subjectivity in the judgment of their "correctness" or "incorrectness." For these items, the Answer Key will provide scoring guidelines to assist the test scorer.

Several drafts of the Performance Test were developed and reviewed by a panel of experts which included teachers, students, administrators, teacher educators, and researchers. The panel's input regarding content, design, meaning, clarity, and readability was used in producing the revisions of the Performance Test. The instrument was also pilot tested on a random sample of students in selected vocational programs. Based on the collective feedback from the panel of experts and information/data from the pilot testing, the final version of the Generalizable Communications Skills Performance Test assessment instrument was produced. The Performance Test was then considered to possess a sufficient degree of content and face validity. Extensive field testing was conducted to estimate the reliability and further validate the Performance Test.

Item Analysis

After extensive field testing, an item analysis was conducted on the Performance Test. The major purpose of the item analysis was to examine each of the items for their degrees of difficulty and discrimination ability. Item #'s 11 and 19 were not included in the item analysis because they were not dichotomous. Item difficulty is based on how many persons answer an item correctly. Therefore, if most persons respond correctly to a particular item, that item would be considered an "easy item." Conversely, if

few people answer an item correctly, that item would be considered a "difficult item." If approximately one-half of all the persons taking a test answer an item correctly and one-half incorrectly, that item would be considered moderately easy or difficult.

Item discrimination indicates the extent to which a particular item "discriminates" between those persons who score in the upper 50% of scores and those persons who score in the lower 50% of scores. If an item discriminates well, those persons who scored in the upper 50% should answer the item correctly, and those who score in the lower 50% should answer the item incorrectly. If an item does not discriminate well, the reverse is true. Therefore, for each item, the key (right answer) should discriminate positively, and each distractor (wrong answer) should discriminate negatively. In addition, each distractor should have at least some responses.

The item analysis was conducted on the Performance Test for all students, each of 15 vocational programs, and males and females. The analysis indicates that the Performance Test is moderately difficult and discriminates well between those students who score high and those students who score low. In addition, the key and three (3) distractors for each of the items was checked for (a) miskeying (wrong answer), (b) guessing, and (c) ambiguity. The information obtained from the item analysis was used to revise individual items in the Performance Test. Individual items (stems, keys, and distractors) were revised as needed. The Performance Test was then considered to possess a high degree of content and face validity.

Reliability

Internal Consistency Reliability

The internal consistency reliability of the total Performance Test is .96 (Kuder-Richardson -21 (KR-21)). This value indicates that the instrument is

very highly internally consistent and is measuring a uniform or single construct of generalizable communications skills. The standard error of measurement (SEM) for the total instrument is 3.87. The SEM means that a person's true score on the performance test will be ± 3.87 points from his/her obtained score 68% of the time. A person's true score will be ± 7.74 (2 SEMs) points from his/her obtained score 95% of the time, or ± 11.61 (3 SEMs) points 99% of the time. For 15 vocational programs the reliability coefficients generally range from .80 to .99 and the SEM ranges from 2.68 to 4.59. The coefficient for males is .79 and females is .92, and the SEMs are 4.20 and 3.63, respectively. The data indicate that the Generalizable Communications Skills Performance Test assessment instrument possesses high internal consistency and is a reliable measure for different vocational programs, males and females, and students who have high, average, and low communications aptitude.

Interrator Reliability

Items 11 and 19 are not dichotomous (i.e., items having correct/incorrect answers) and require relative subjectivity for scoring. Reliability for these items is, therefore, estimated by interrator reliability. Three expert evaluators provided independent scores for each measure on items 11 and 19. Interrator reliability is estimated using analysis of variance (ANOVA). The rationale for this analysis suggests that if there are no significant differences among the 3 evaluators' scores at the $p < .05$. level of significance, then there is evidence that suggests that there is agreement between the 3 evaluators' scores regarding the criteria and correctness of item responses/answers. If there are significant differences, then there is a lack of agreement among evaluators' scores.

There was a significant difference among the 3 evaluators' scores across all programs on item 11. However, there was no significant difference among scores for item 19. These data indicate that personnel who score item 11 on the Performance Test may vary considerably regarding the item's criteria and correctness of answers. However, scores may tend to agree for item 19.

The 3 evaluators' scores on items 11 and 19 were also examined for significant differences for each of the 15 vocational programs and for males and females. Most of the ANOVAS among the 3 evaluators on items 11 and 19 for each of the 15 vocational programs were not significant at the $p < .05$. level of significance. The ANOVA on item 11 for females is significant at the $p < .05$. level of significance, but on item 19 for females was not significant. The ANOVAS on items 11 and 19 were not significant for males.

The interrator reliability data indicate that items 11 and 19 generally possess an acceptable level of interrator reliability and are moderately reliable measures for different vocational programs, and males and females.

Test-Retest Reliability

The test-retest reliability of the total Performance Test instrument is $r = .90$. This correlation is significant at the .001 level of significance and indicates that the Performance Test re-administered over time (14 days) to the same students produces similar results, and is, therefore, capable of producing stable measures. The test-retest reliability coefficients for 15 vocational programs generally range from .81 to .99 with most correlations above .89. The coefficient for males is .94 and for females is .74. In addition, the individual and total scale coefficients are generally in the .75 to .99 range with most coefficients above .60. Most of the correlations were significant at the $p < .05.$, $p < .01.$, and/or $p < .001.$ level of significance.

The test-retest reliability data indicate that the Generalizable Communications Skills Performance Test assessment instrument generally possesses an acceptable level of test-retest reliability and is a moderate to high stable measure for different vocational programs, and males and females.

Validity

Construct Validity

The relationship or extent of agreement between the Student Self-Ratings or Teacher Ratings with the Performance Test, as measured by correlation, was low to moderate. The correlations between the Student Self-Ratings and the Performance Test range from .10 to .78, although most coefficients are below .60. The correlations between the Teacher Ratings and the Performance Test range from .30 to .85, although most coefficients are below .60. While the Student Self-Ratings, Teacher Ratings, and Performance Test are highly reliable measures, the Student Self-Ratings and Teacher Ratings are probably detecting psychological variables not detected by the Performance Test. The scores on the Student Self-Ratings and Teacher Ratings, therefore, may be somewhat higher or lower than Performance Test scores for individual students.

Administration

The Performance Test includes directions to the students and examples for completing the Test. On the first page of the Performance Test, the student may write his/her name, write his/her teacher's name, write the name of his/her school, check (√) his/her vocational program area, and write the name of his/her vocational program. However, as not all of the items are self-contained, some items must be explained by the test administrator. Students are then directed to read through the test booklet and instructions.

The administrator first determines which scales or if the entire Test is to be administered. He/she then instructs the student(s) that the Generalizable Vocational Communications Skills Performance Test is composed of two parts: the white pages, which the student is to complete at his/her individual pace, and three yellow pages, which require administrator interaction.

On the first page of the Test, the student is instructed to write his/her name, teacher's name and school, and to check (√) his/her vocational program area. If all of the Test is to be completed, students are then directed to complete all of the white pages of the Test according to the instructions for each skill (#1-27) listed at the top of the page. The three yellow pages require administrator interaction and these may be completed first or when the student(s) have finished the white pages.

The yellow pages include skills #21-23, #24, and #27. For a large group, the administrator may want to have the students do these skills first, as the remainder of the Test is self-paced. If only one or a few students are taking the entire Test, the administrator may choose to wait until the student(s) have completed the white pages. A recommended order for completion of the Performance Test with a large group is to do skills #24 and #27 first. These require the administrator to read a conversation (or to play the taped conversation) for each (see the following instructions). Then the administrator reads the instructions for #27 and gives the students a short time to prepare for this skill. The administrator then calls one student at a time to an isolated area (e.g., an adjoining room) while the remainder of the students continue with the white pages until their turns.

A summary of the instructions for each yellow page follows.

#24 This skill area presents a conversation between two people in a fertilizer plant. You may want to make a tape of the conversation or you may read the conversation directly.

Instruct the student(s) to read the directions on page 36 of the Test, then have them listen carefully to the conversation. Read it or play the tape twice. After the student(s) have listened to the conversation twice, instruct the student(s) to complete page 36.

The conversation has been reproduced below.

> Sue: We won't be having our usual staff meeting this afternoon.
>
> Ed: Oh, why not?
>
> Sue: The boss is out looking at a new building for relocation of the plant.
>
> Ed: Say, that must mean our profts were up this year.
>
> Sue: No, actually they were down.
>
> Ed: Well, then, why are we moving?
>
> Sue: Management thinks that if they diversify and get into new areas, they might be able to pull profits back up.
>
> Ed: Does that mean we won't be making fertilizer any more?
>
> Sue: No, it means that now we'll be making three types of fertilizer.

#27 This skill presents a telephone message. Instruct the student(s) to read the directions on page 40. Then read the message or play the tape through for them. Do this twice. Have the student(s) complete page 40 either as they are listening to the message or after it is over. The message appears below.

> Hello. I'm calling for Jean Brown. This is George Jones from the Viking Manufacturing Company. I wanted to ask Jean if she wanted the hospital beds that she ordered to be shipped UPS or by Air Freight. Have her call me. Thanks.

#21-23 This skill requires that the student present a short talk to the test administrator. Have the student(s) turn to page 35 and read the instructions. Emphasize that they will be explaining "how to do" something in their field and give an appropriate example (e.g.,

"how to discipline an unruly child" for child care programs, "how to change spark plugs" for auto mechanics). Suggest that the talk be limited to 2-3 minutes on a specific subject.

In the test book, there is space for the student(s) to prepare for the talk. When they have completed the page, the student(s) may continue with the rest of the test. While they are working, the student(s) may be called one at a time to an isolated area to give their "how to." (They may be seated for this.) Use the following scoring guide for this and the scoring sheet below for each student's presentation.

SCORING GUIDE: 0 = poor
1 = average
2 = very good

SCORING SHEET

#21 - 23
Speaking Skills

Student: _____

To the test administrator: Please fill out this individual scoring sheet for each student. Each factor may receive a score of 0, 1, or 2, with a total possible score of 10. Circle one score for each factor, then give the total score in the space provided.

ASSESSMENT FOR:	SCORE		
Fluency	0	1	2
Pronunciation	0	1	2
Eye Contact	0	1	2
Posture	0	1	2
Gestures	0	1	2

Total Score _____

Students should be permitted as much time as is necessary to complete the Performance Test. The average time to complete the entire Test during the field testing was about 2-1/2 hours. The administrator (e.g., teacher, counselor) of the Test may conduct the entire Test or may decide to stop the assessment at a logical point (i.e., at the end of a scale) and continue at a later time. Students should understand that the results of the Performance Test instrument will not affect their admission to or participation in a vocational program or class.

Scoring

The Generalizable Communications Skills Assessment Performance Test instrument may be scored using the Performance Test Answer Key (see Appendix F) and the results interpreted for individual skills, for scales, and for the total instrument (i.e., all 5 scales and 27 skills).

Scoring of the Performance Test is based upon a point system for "correct" answers. Several types of scoring methods are used throughout, including points for multiple choice, assigned point scale for open-ended answers, varying worth of items, and "Likert" scaling. Each skill area (#1-27) is worth 10 points, with the exception of the Speaking Scale (#21-23) which is worth 10 points total for the three skills (i.e., for the Speaking Scale).

In each case, the specific skill is the only thing to be assessed. That is, other skills, such as capitalization, should not be considered unless otherwise noted.

Individual Skills

If the items are interpreted for each skill, correct or incorrect responses provide an indication of skill proficiency. For example, a correct response on a particular item may indicate skill proficiency for an individual student. Thus, no major learning problem may exist, and specific learning prescriptions (e.g., additional instruction) or support services may not be necessary. Conversely, a wrong answer on a particular item might indicate a lack of skill proficiency and that learning prescriptions including remedial or support services are probably needed for an individual student. A wrong answer may also suggest that some skill proficiency is present but the student may encounter problems with the directions or at different stages of a particular skill. In such cases, the learning prescription needs to focus on those

specific areas in which students are having difficulty and correct them accordingly. Also, as most of the skills require an adequate literacy, the student with reading problems may be at a distinct disadvantage. Scoring and interpreting individual skills is probably most useful for diagnosing specific functional learning problems, and for subsequently prescribing the needed support services or additional work necessary for attaining increased skill proficiency.

Scales and Total Instrument

The Performance Test also may be scored and interpreted by individual scales or by the total instrument. An overall indication of skill proficiency can be obtained based on raw scores on the total instrument and may include: (a) 0-83: low skill proficiency, (b) 84-167: average skill proficiency, and (c) 168-250: high skill proficiency. For example, a raw score of 49 on the total instrument (all 5 scales and 250 items) indicates a low skill proficiency for a student. Likewise, students who obtain raw scores of 125 and 223 would be considered to have average and high skill proficiency, respectively. A score of 220 on the total instrument probably indicates that minimal, if any, additional instructional or support services are needed for an individual student to attain the communications skills required for success in his/her vocational program. However, a score of 125 (average skill proficiency) or 49 (low skill proficiency) strongly suggests that additional instruction and remedial or support services are necessary for assisting a student to attain the required skill levels.

The Performance Test may be scored and results interpreted by individual scales using similar procedures used for the total instrument (see Table 1). For example, the Words and Meanings Scale includes 90 items involving different kinds of skills. Raw scores of 1-30, 31-60, and 61-90 may

be interpreted as low, average, and high skill proficiencies for individual students, respectively. The teacher should focus on those items the student answers incorrectly and prescribe the necessary additional instruction and remedial or support services accordingly.

The teacher may use the "Skill Profile" provided with the Performance Test instrument (see Appendix E). The Test scores may be transferred from the instrument to the "Skill Profile" when developing and maintaining progress reports/records for students. The "Skill Profile" may serve as a reference useful in individualized instructional planning.

Uses

The Generalizable Communications Skills Performance Test assessment instrument has potential for allowing students to become more familiar with the communications skills requirements of their programs and become more cognizant of their learning strengths and functional learning problems. The Performance Test could be useful throughout a student's vocational course or program.

The Performance Test could be administered during the first week of classes (daily if necessary) and every week (formative assessment) thereafter, as well as at the end of the course or program to provide summative information about student skill proficiencies. Teachers or other school personnel should plan for and use the Performance Test as frequently as necessary, based on individual student needs.

The information and interpretation of the Performance Test information should be helpful not only in assessment activities but also for instructional planning, curriculum development, instructional delivery, and evaluation. For example, the information obtained on individual students may assist in developing individualized vocational/career plans. The assessment information

obtained can help in writing instructional objectives, planning activities, and designing appropriate evaluation methods. Based on the assessment data obtained, the teacher can develop curriculum by identifying those necessary generalizable communications skills that need to be taught through infusion in vocational instruction, separate courses, or remedial and support services. The teacher may also use the Performance Test assessment information for revising, modifying, or improving his/her instructional delivery techniques for individual students.

The teacher may choose between or use a combination of the Performance Test, Student Self-Ratings, and Teacher Ratings for assessing a student's generalizable communications skill levels. Each instrument, which is designed to measure the same generalizable communications skills provides unique input about student skill proficiencies by using different strategies.

In summary, the Performance Test has several uses which may include:

- Creating an awareness in students and teachers of the communications skills requirements of their vocational programs.
- Providing formative and summative assessment information about a student's learning strengths and functional learning problems.
- Aiding in instructional planning, curriculum development, instructional delivery, and evaluation activities.
- Providing information useful for developing individualized vocational/career programs.

Use of the Student Self-Ratings and Teacher Ratings With the Performance Test Assessment Instrument

The previous sections discussed the development, reliability, validity, administration, scoring, and uses of the Student Self-Ratings, Teacher Ratings, and Performance Test assessment instruments. The instruments have similar and unique uses and are designed to measure the same generalizable communications skills using different strategies and procedures. This section discusses how the teacher or other school personnel may use the instruments and how the scores may be used and interpreted. The uses are described for individual skills, scales, and the total instruments.

The teacher should examine the color charts in Appendix A when assessing his/her students' communications skills by identifying their own programs and those skills which have high generalizability (blue), medium generalizability (yellow), and low generalizability (white). The skills illustrated in blue should receive the most emphasis when using the assessment instruments, while planning curriculum, and when teaching. The teacher may place less emphasis on those skills illustrated in yellow and minimal emphasis might be placed on those skills illustrated in white. Table 1 describes the relationship of the skills listed on the Student Self-Ratings and Teacher Ratings with the items included on the Performance Test. It will assist the teacher in interpreting the Ratings and scores on the Performance Test. The Ratings and Performance Test scores indicate students who possess (a) high skill proficiency, (b) average skill proficiency, and (c) low skill proficiency:

High Skill Proficiency: A student possesses an adequate level of generalizable communications skills and requires

minimal, if any, additional instruction or support/remedial services necessary to succeed in his/her vocational program.

Average Skill Proficiency: A student possesses a marginally adequate level of generalizable communications skills and requires a moderate amount of additional instruction and/or support/remedial services necessary to succeed in his/her vocational program.

Low Skill Proficiency: A student possesses an inadequate level of generalizable communications skills and requires a considerable amount of additional instruction and/or support/remedial services to succeed in his/her vocational program.

The Student Self-Ratings or Teacher Ratings may be somewhat higher or lower than the scores on the Performance Test for individual students. The Ratings may be either underestimated, overestimated, or consistent with the scores on the Performance Test and are defined as follows:

Underestimation: When a Student Self-Rating or Teacher Rating is at a lower level than a score on the Performance Test (e.g., average Student Self-Rating and a high Performance Test score, low Teacher Rating and an average Performance Test score).

Overestimation: When a Student Self-Rating or Teacher Rating is at a higher level than a score on the Performance Test (e.g., high Student Self-Rating and an average Performance Test score, average Teacher Rating and low Performance Test score).

Consistent: When a Student Self-Rating or Teacher Rating is at the same level as a score on the Performance Test (e.g., high Student Self-Rating and a high Performance Test score, average Teacher Rating and an average Performance Test score, low Student Self-Rating and a low Performance Test score.

These definitions along with Table 1 will be helpful when interpreting the Ratings and Performance Test scores for individual skills, scales, and total instruments.

Individual Skills

The assessment of individual skills using the Student Self-Ratings, Teacher Ratings, or Performance Test was described previously. Correct or incorrect answers on the Performance Test may be compared to responses on the Student Self-Ratings or Teacher Ratings. The scores on either the Student Self-Rating and/or Teacher Rating instruments may be compared with corresponding Performance Test scores for individual skills. The comparisons relate whether the Student Self-Ratings and/or Teacher Ratings are consistent, overestimated, or underestimated relative to a student's score on the Performance Test for an individual skill. Table 2 and the text which follows it provide examples of how scores on the Student Self-Rating or Teacher Rating instruments can be compared and interpreted with scores on the Performance Test for individual skills.

If on the "Words and Meanings" Scale, skill #1: Use plural words appropriately in writing and speaking, a rating of "4" or "Can Do Well" was obtained on the Student Self-Ratings and a score of 2 (2 of 10 items correct) was obtained on the Performance Test for an individual student, this would indicate an overestimation of the student's skill level. The teacher may use

Table 1

Relationship of the Skills Listed on the Student Self-Ratings and Teacher Ratings with the Items Included on the Performance Test

Student Self-Ratings and Teacher Ratings Skills (Range of Responses) 4-"Can Do Well" (High) 3-"Can Do Fairly Well" (Average) 2-"Cannot Do Too Well" (Average) 1-"Cannot Do" (Low)	Performance Test Items (Range of Responses) "Correct Items"/ "Incorrect Items"
Words and Meanings	
1. Use plural words appropriately in writing and speaking.	1-10 (High: 8-10) (Average: 4-7) (Low: 1-3)
2. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking.	11-20 (High: 8-10) (Average: 4-7) (Low: 1-3)
3. Use appropriate abbreviations of words in writing and speaking.	21-30 (High: 8-10) (Average: 4-7) (Low: 1-3)
4. Use words appropriately which mean the same as other words but are spelled differently.	31-40 (High: 8-10) (Average: 4-7) (Low: 1-3)
5. Use words correctly which sound the same as other words but that have different meanings and spellings.	41-50 (High: 8-10) (Average: 4-7) (Low: 1-3)
6. Use words appropriately which are opposite of one another.	51-60 (High: 8-10) (Average: 4-7) (Low: 1-3)
7. Use appropriate word choices in writing and speaking.	61-70 (High: 8-10) (Average: 4-7) (Low: 1-3)
8. Add appropriate beginnings and endings to words to change their meanings.	71-80 (High: 8-10) (Average: 4-7) (Low: 1-3)
9. Punctuate one's own correspondence, directives, or reports.	81-90 (High: 8-10) (Average: 4-7) (Low: 1-3)

(High: 3 - 4.00) (Average: 2 - 2.99) (Low: 1 - 1.99)		(High: 61-90) (Average: 31-60) (n=90 points) (Low: 1-30)

Reading

10. Read, understand, and find information or gather data from books, manuals, directories, or other documents.	91-100	(High: 8-10) (Average: 4-7) (Low: 1-3)
11. Restate or paraphrase a reading passage to confirm one's own understanding of what was read.	101-110	(High: 8-10) (Average: 4-7) (Low: 1-3)
12. Read and understand forms.	111-120	(High: 8-10) (Average: 4-7) (Low: 1-3)
13. Read and understand short notes, memos, and letters.	121-130	(High: 8-10) (Average: 4-7) (Low: 1-3)
14. Read and understand graphs, charts, and tables to obtain factual information.	131-140	(High: 8-10) (Average: 4-7) (Low: 1-3)
15. Understand the meanings of words in sentences.	141-150	(High: 8-10) (Average: 4-7) (Low: 1-3)
16. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words.	151-160	(High: 8-10) (Average: 4-7) (Low: 1-3)
17. Use the telephone and look up names, telephone numbers, and other information in a telephone directory to make local and long distance calls.	161-170	(High: 8-10) (Average: 4-7) (Low: 1-3)

(High: 3 - 4.00) (Average: 2 - 2.99) (Low: 1 - 1.99)		(High: 55-80) (Average: 27-54) (n=80 points) (Low: 1-26)

Writing

18. Review and edit others' correspondence, directives, or reports.	171-180	(High: 8-10) (Average: 4-7) (Low: 1-3)
19. Compose logical and understandable written correspondence, directives, memos, short notes, or reports.	181-190	(High: 8-10) (Average: 4-7) (Low: 1-3)

20. Write logical and understandable statements, phrases, or sentences to accurately fill out forms.	191-200	(High: 8-10) (Average: 4-7) (Low: 1-3)
(High: 3 - 4.00) (Average: 2 - 2.99) (Low: 1 - 1.99)		(High: 21-30) (Average: 11-20) (n=30 points) (Low: 1-10)

Speaking

21. Speak fluently with individuals or groups.	201-210	(High: 8-10) (Average: 4-7) (Low: 1-3)
22. Pronounce words correctly.		
23. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures.		
(High: 3 - 4.00) (Average: 2 - 2.99) (Low: 1 - 1.99)		(High: 8-10) (Average: 4-7) (n=10 points) (Low: 1-3)

Listening

24. Restate or paraphrase a conversation to confirm one's own understanding of what was said.	211-220	(High: 8-10) (Average: 4-7) (Low: 1-3)
25. Ask appropriate questions to clarify another's written or oral communications.	221-230	(High: 8-10) (Average: 4-7) (Low: 1-3)
26. Attend to nonverbal cues such as eye contact, posture, and gestures for meanings in others' conversations.	231-240	(High: 8-10) (Average: 4-7) (Low: 1-3)
27. Take accurate notes which summarize the material presented from spoken conversations.	241-250	(High: 8-10) (Average: 4-7) (Low: 1-3)
(High: 3 - 4.00) (Average: 2 - 2.99) (Low: 1 - 1.99)		(High: 27-40) (Average: 14-26) (n=40 points) (Low: 1-13)

Total Instrument

(High: 3 - 4.00) (Average: 2 - 2.99) (Low: 1 - 1.99)	(High: 168-250) (Average: 84-167)(n=250 points) (Low: 0-83)

Table 2
Examples of Comparisons and Interpretations of Student Self-Ratings and Teacher Ratings With Performance Test Scores for An Individual Skill

Skill	Student Self-Rating	Teacher Rating	Performance Test Score
Use plural words appropriately in writing and speaking	4(overestimation)	3(overestimation)	2
	2(overestimation)	1(consistent)	3
	4(consistent)	1(underestimation)	9
	1(underestimation)	2(underestimation)	8
	2(consistent)	4(overestimation)	5
	3(consistent)	3(consistent)	7

the results to assist and counsel the student to better understand his/her learning strengths. A close examination of the Performance Test could help specify student learning strengths and problems.

Conversely, a score of "2" or "Cannot Do Too Well" on the Teacher Ratings and a total score of "8" on skill #1 on the Performance Test would indicate an underestimation of a student's skill. Similarly, the teacher could examine his/her observations and perceptions of the student to acquire a clearer idea of the student's learning strengths based on the results of the Performance Test.

A score of "3" or "Can Do Fairly Well" on the Student Self-Ratings and a score of "7" on the Performance Test may indicate a relatively accurate and consistent diagnosis of a student's communications skill level. The scores on the Student Self-Ratings and Teacher Ratings may be compared with the Performance Test scores and interpreted, similarly, for the other 26 individual skills contained in each of the 5 scales.

Scales

Average scale ratings on the Student Self-Ratings or Teacher Ratings may be compared to scale scores on the Performance Test. The comparisons relate whether the Student Self-Ratings or Teacher Ratings are consistent, overestimated, or underestimated relative to a student's score on the Performance Test for an individual scale. Table 3 and the text which follows it provide examples of how average scale scores on the Student Self-Rating or Teacher Rating instruments can be compared and interpreted with scale scores on the Performance Test for individual scales.

Table 3

Examples of Comparisons and Interpretations of Student Self-Ratings and Teacher Ratings With Performance Test Scores for An Individual Scale

Scale	Student Self-Rating	Teacher Rating	Performance Test Scale Score
Reading	2.65(consistent)	3.44(overestimation)	35
	3.90(overestimation)	2.45(consistent)	50
	2.88(consistent)	2.63(consistent)	45
	3.50(overestimation)	2.78(overestimation)	25
	1.96(underestimation)	2.22(underestimation)	75
	3.24(consistent)	1.80(underestimation)	80

If on the "Reading" scale (skills 10-17), an average rating of 3.90 on the Student Self-Ratings and a score of 50 (50 of 80 points) were obtained on the Performance Test "Reading" scale for an individual student, this would indicate an overestimation of a student's skill level. Similar to the case of individual skills, the teacher may use the results to assist and counsel the student to better understand his/her learning strengths.

An average score of 2.22 on the Teacher Ratings and a total scale score of 75 (75 of 80 points) obtained on the Performance Test "Reading" scale for an individual student would suggest an underestimation of a student's skill level. The teacher may also examine his/her perception of the student to obtain a better idea of the student's learning strengths. A close examination of the Performance Test results could specify student learning strengths and problems.

An average score of 3.24 on the Student Self-Ratings and a score of 80 (80 of 80 points) on the "Reading" scale on the Performance Test probably would indicate a relatively accurate and consistent diagnosis of a student's skill level. The scores on the Student Self-Ratings and Teacher Ratings may be compared with the Performance Test scores and interpreted, similarly, for the other 4 scales.

Total Instrument

Average ratings on the total Student Self-Ratings or Teacher Ratings may also be compared to total scores on the Performance Test. The comparisons relate whether the average ratings on the total Student Self-Ratings or Teacher Ratings are consistent with, overestimated, or underestimated relative to a student's total score on the Performance Test. Table 4 and the text which follows it provide examples of how average scores on the total Student Self-Rating or Teacher Rating instruments can be compared and interpreted with total scores on the Performance Test.

If an average rating of 2.48 on the Student Self-Ratings and a score of 60 (60 of 250 total points) on the Performance Test for an individual student would indicate an overestimation of a student's communications skills. The teacher, again, may use the results and counsel the student to better understand and identify his/her learning strengths.

Table 4

Examples of Comparisons and Interpretations of Total Student Self-Ratings and Teacher Ratings With Total Performance Test Scores

Student Self-Rating	Teacher Rating	Performance Test Total Score
1.14(consistent)	3.75(overestimation)	40
3.23(overestimation)	2.82(consistent)	120
2.48(overestimation)	3.53(overestimation)	60
3.76(consistent)	3.94(consistent)	200
1.53(underestimation)	2.32(underestimation)	225
2.64(consistent)	1.25(underestimation)	90

An average score of 2.32 on the total Teacher Ratings and a total instrument score of 225 (225 of 250 points) obtained on the Performance Test for an individual student would suggest an underestimation of a student's skills. The teacher could also examine his/her perceptions of the student to obtain a clearer idea of the student's learning strengths. Therefore, a close examination of the Performance Test could identify specific student learning strengths and problems, and suggest the necessary learning prescriptions necessary to increase the student's skill levels.

An average score of 2.64 on the Student Self-Ratings and a score of 90 (90 of 250 points on the total instrument) on the Performance Test most likely indicates a relatively accurate and consistent diagnosis of a student's skill level.

Appendices

Appendix A

Generalizable Communications Skills

KEY

■ - High Generalizability ($\bar{x}$ = 5.01 - 7.00)

□ - Medium Generalizability ($\bar{x}$ = 3.00 - 5.00)

□ - Low Generalizability ($\bar{x}$ = 1.00 - 2.99)

Communications Skills

Words and Meanings

1. Use plural words appropriately in writing and speaking
2. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking
3. Use appropriate abbreviations of words in writing and speaking
4. Use words appropriately which mean the same as other words but are spelled differently
5. Use words correctly which sound the same as other words but that have different meanings and spellings
6. Use words appropriately which are opposite of one another
7. Use appropriate word choices in writing and speaking
8. Add appropriate beginnings and endings to words to change their meaning
9. Punctuate one's own correspondence, directives, or reports

Reading

10. Read, understand, and find information or gather data from books, manuals, directories, or other documents
11. Restate or paraphrase a reading passage to confirm one's own understanding of what was read
12. Read and understand forms
13. Read and understand short notes, memos, and letters
14. Read and understand graphs, charts, and tables to obtain factual information
15. Understand the meanings of words in sentences
16. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words
17. Use the telephone and look up names, telephone numbers, and other information in a telephone directory to make local and long distance calls

Writing

18. Review and edit other's correspondence, directives, or reports
19. Compose logical and understandable written correspondence, directives, memos, short notes, or reports
20. Write logical and understandable statements, phrases, or sentences to accurately fill out forms

Speaking

21. Speak fluently with individuals or groups
22. Pronounce words correctly
23. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures

Listening

24. Restate or paraphrase a conversation to confirm one's own understanding of what was said
25. Ask appropriate questions to clarify another's written or oral communications
26. Attend to nonverbal cues such as eye contact, posture, and gestures for meanings in other's conversations
27. Take accurate notes which summarize the material presented from spoken conversations

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Appendix B

Additional Important Communications Skills

Business, Marketing, and Management Occupations Programs

Program	Skill
Advertising Services General Merchandise (Sales)	° Handle telephone instructions ° Place purchase orders over the telephone
Business Data Processing Systems Computer Programming	° Work in a highly structured environment
Secretarial Office Occupations	° Proofreading ° Use correct punctuation ° Spelling ° Understand and use common business terms

Health Occupations Programs

Program	Skill
Health Occupations Cooperative Education	° Understand and use medical terms

Home Economics Programs

Program	Skill
Child Care	° Use proper word tense

Industrial Occupations Programs

Program	Skill
Communications and Media Specialist Commercial Art	° Translate ideas into A/V forms
Auto Mechanics Diesel Mechanics Electronics Occupations Machine Shop	° Understand and use technical terms ° Read schematic drawings

Appendix C

Student Self-Ratings

GENERALIZABLE VOCATIONAL COMMUNICATIONS SKILLS ASSESSMENT

Student Self-Ratings

Directions: In the spaces provided, write your name, write your teacher's name, write the name of your school, check (√) your vocational program area, and write the name of your vocational program.

Student Name: _____

Teacher Name: _____

School: _____

Vocational Program Area/Program:

____ Agricultural Occupations: _____

____ Business, Marketing, and Management Occupations: _____

____ Health Occupations: _____

____ Home Economics Occupations: _____

____ Industrial Occupations: _____

Turn Page

Directions: Indicate, by circling the number, how well you believe you can do <u>each</u> of the following communications skills.

EXAMPLE:

Communications Skill	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
Read and understand forms	1	2	(3)	4

Communications Skills	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
WORDS AND MEANINGS				
1. Use plural words appropriately in writing and speaking (e.g., hammers; duties; data)	1	2	3	4
2. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking (e.g., cannot-can't; does not-doesn't)	1	2	3	4
3. Use appropriate abbreviations of words in writing and speaking (e.g., square feet - sq. ft.; equipment - equip.)	1	2	3	4
4. Use words appropriately which mean the same as other words but are spelled differently (e.g., big-large; tall-high)	1	2	3	4
5. Use words correctly which sound the same as other words but that have different meanings and spellings (e.g., coarse - course; stationary - stationery)	1	2	3	4

Turn Page

Communications Skills	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
6. Use words appropriately which are opposites of one another (e.g., assemble - disassemble; up - down)	1	2	3	4
7. Use appropriate word choices in writing and speaking	1	2	3	4
8. Add appropriate beginnings and endings to words to change their meaning (e.g., organize - reorganize; work - workable)	1	2	3	4
9. Punctuate one's own correspondence, directives, or reports	1	2	3	4
READING				
10. Read, understand, and find information or gather data from books, manuals, directories, or other documents	1	2	3	4
11. Restate or paraphrase a reading passage to confirm one's own understanding of what was read	1	2	3	4
12. Read and understand forms	1	2	3	4
13. Read and understand short notes, memos, and letters	1	2	3	4
14. Read and understand graphs, charts, and tables to obtain factual information	1	2	3	4
15. Understand the meanings of words in sentences	1	2	3	4
16. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words	1	2	3	4

Turn Page

Communications Skills	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
17. Use the telephone and look up names, telephone numbers, and other information in a telephone directory to make local and long distance calls	1	2	3	4
WRITING				
18. Review and edit others' correspondence, directives, or reports	1	2	3	4
19. Compose logical and understandable written correspondence, directives, memos, short notes, or reports	1	2	3	4
20. Write logical and understandable statements, phrases, or sentences to accurately fill out forms	1	2	3	4
SPEAKING				
21. Speak fluently with individuals or groups	1	2	3	4
22. Pronounce words correctly	1	2	3	4
23. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures	1	2	3	4
LISTENING				
24. Restate or paraphrase a conversation to confirm one's own understanding of what was said	1	2	3	4
25. Ask appropriate questions to clarify another's written or oral communications	1	2	3	4

Communications Skills	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
26. Attend to nonverbal cues such as eye contact, posture, and gestures for meanings in others' conversations	1	2	3	4
27. Take accurate notes which summarize the material presented from spoken conversations	1	2	3	4

In the following spaces, you may write comments about your communications skills:

GENERALIZABLE VOCATIONAL COMMUNICATIONS SKILLS ASSESSMENT
STUDENT SELF-RATINGS
SKILL PROFILE

Scales/Skills	Item Number	Student Self-Rating
WORDS AND MEANINGS		
use plurals	1	____
use contractions	2	____
use abbreviations	3	____
words of same meaning	4	____
words which sound alike	5	____
use opposites	6	____
appropriate word choices	7	____
beginnings and endings	8	____
punctuation	9	____
		Total ____
READING		Average(/9) ____
finding information	10	____
paraphrase a reading passage	11	____
understand forms	12	____
understand notes and memos	13	____
understand charts, graphs, and tables	14	____
words and meanings	15	____
using a dictionary	16	____
using a telephone book	17	____
		Total ____
WRITING		Average(/8) ____
review and edit	18	____
written correspondence	19	____
fill out forms	20	____
		Total ____
SPEAKING		Average(/3) ____
speak fluently	21	____
pronunciation	22	____
speak effectively	23	____
		Total ____
LISTENING		Average(/3) ____
paraphrase a conversation	24	____
clarify communication	25	____
nonverbal cue	26	____
notes on conversations	27	____
		Total ____
		Average(/4) ____
		TOTAL AVERAGE(/27) ____

OVER

Comments:

Appendix D

Teacher Ratings

GENERALIZABLE VOCATIONAL COMMUNICATIONS SKILLS ASSESSMENT

Teacher Ratings

Directions: In the spaces provided, write your student's name, write your name, write the name of your school, check (✓) your vocational program area, and write the name of your vocational program.

Student Name: _____

Teacher Name: _____

School: _____

Vocational Program Area/Program:

____ Agricultural Occupations: _____

____ Business, Marketing, and Management Occupations: _____

____ Health Occupations: _____

____ Home Economics Occupations: _____

____ Industrial Occupations: _____

Turn Page

Directions: Indicate, by circling the number, how well you believe the student named on the cover sheet can do each of the following communications skills.

EXAMPLE:

Communications Skill	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
Read and understand forms	1	2	(3)	4

Communications Skills	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
WORDS AND MEANINGS				
1. Use plural words appropriately in writing and speaking (e.g., hammers; duties; data)	1	2	3	4
2. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking (e.g., cannot-can't; does not-doesn't)	1	2	3	4
3. Use appropriate abbreviations of words in writing and speaking (e.g., square feet - sq. ft.; equipment - equip.)	1	2	3	4
4. Use words appropriately which mean the same as other words but are spelled differently (e.g., big-large; tall-high)	1	2	3	4
5. Use words correctly which sound the same as other words but that have different meanings and spellings (e.g., coarse - course; stationary - stationery)	1	2	3	4

Communications Skills	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
6. Use words appropriately which are opposites of one another (e.g., assemble - disassemble; up - down)	1	2	3	4
7. Use appropriate word choices in writing and speaking	1	2	3	4
8. Add appropriate beginnings and endings to words to change their meaning (e.g., organize - reorganize; work - workable)	1	2	3	4
9. Punctuate one's own correspondence, directives, or reports	1	2	3	4
READING				
10. Read, understand, and find information or gather data from books, manuals, directories, or other documents	1	2	3	4
11. Restate or paraphrase a reading passage to confirm one's own understanding of what was read	1	2	3	4
12. Read and understand forms	1	2	3	4
13. Read and understand short notes, memos, and letters	1	2	3	4
14. Read and understand graphs, charts, and tables to obtain factual information	1	2	3	4
15. Understand the meanings of words in sentences	1	2	3	4
16. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words	1	2	3	4

Communications Skills	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
17. Use the telephone and look up names, telephone numbers, and other information in a telephone directory to make local and long distance calls	1	2	3	4
WRITING				
18. Review and edit others' correspondence, directives, or reports	1	2	3	4
19. Compose logical and understandable written correspondence, directives, memos, short notes, or reports	1	2	3	4
20. Write logical and understandable statements, phrases, or sentences to accurately fill out forms	1	2	3	4
SPEAKING				
21. Speak fluently with individuals or groups	1	2	3	4
22. Pronounce words correctly	1	2	3	4
23. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures	1	2	3	4
LISTENING				
24. Restate or paraphrase a conversation to confirm one's own understanding of what was said	1	2	3	4
25. Ask appropriate questions to clarify another's written or oral communications	1	2	3	4

Communications Skills	Degree of Skill			
	Cannot Do	Cannot Do Too Well	Can Do Fairly Well	Can Do Well
26. Attend to nonverbal cues such as eye contact, posture, and gestures for meanings in others' conversations	1	2	3	4
27. Take accurate notes which summarize the material presented from spoken conversations	1	2	3	4

In the following spaces, you may write comments about this student's communications skills:

GENERALIZABLE VOCATIONAL COMMUNICATIONS SKILLS ASSESSMENT
TEACHER RATINGS
SKILL PROFILE

Scales/Skills	Item Number		Teacher Rating
WORDS AND MEANINGS			
use plurals	1		___
use contractions	2		___
use abbreviations	3		___
words of same meaning	4		___
words which sound alike	5		___
use opposites	6		___
appropriate word choices	7		___
beginnings and endings	8		___
punctuation	9		___
		Total	___
		Average(/9)	
READING			
finding information	10		___
paraphrase a reading passage	11		___
understand forms	12		___
understand notes and memos	13		___
understand charts, graphs, and tables	14		___
words and meanings	15		___
using a dictionary	16		___
using a telephone book	17		___
		Total	___
		Average(/8)	___
WRITING			
review and edit	18		___
written correspondence	19		___
fill out forms	20		___
		Total	___
		Average(/3)	___
SPEAKING			
speak fluently	21		___
pronunciation	22		___
speak effectively	23		___
		Total	___
		Average(/3)	___
LISTENING			
paraphrase a conversation	24		___
clarify communication	25		___
nonverbal cue	26		___
notes on conversations	27		___
		Total	___
		Average(/4)	___
		TOTAL AVERAGE(/27)	___

OVER

Comments:

Appendix E

Performance Test

GENERALIZABLE VOCATIONAL COMMUNICATIONS SKILLS ASSESSMENT

Performance Test

Directions: In the spaces provided, write your name, write your teacher's name, write the name of your school, check (√) your vocational program area, and write the name of your vocational program.

Student Name: _____

Teacher Name: _____

School: _____

Vocational Program Area/Program:

____ Agricultural Occupations: _____

____ Business, Marketing, and Management Occupations: _____

____ Health Occupations: _____

____ Home Economics Occupations: _____

____ Industrial Occupations: _____

Directions

Read the directions for each skill assessment carefully and then complete each item. You may go ahead to the next page when you are finished. Do not do the colored pages until the test administrator tells you to do them. Please print or write your answers legibly. Thank you.

WORDS AND MEANINGS

1. DIRECTIONS: Make a plural of the word at the left of each sentence. Write the plural in the blank.

EXAMPLE: cook There were three cooks in the restaurant.

---

tooth 1. The dental assistant aided the dentist in taking out all the patient's wisdom _____.

half 2. The child care worker divided the group into two _____ before beginning the game.

box 3. The _____ were filled with plastic containers and then loaded onto the truck.

salary 4. The bookkeeper wrote checks to cover the _____ of the workers.

woman 5. More and more _____ are becoming carpenters and mechanics.

business 6. Advertising agencies help all kinds of _____ promote their products.

cashier 7. The _____ were trained to use the new check-out system.

machine 8. Bank tellers should have experience with various business _____.

sheep 9. The _____ were herded into the barn for shearing.

child 10. The daycare center had a playground for the _____.

Turn Page

2. DIRECTIONS: Make contractions of the words at the left. Write the contraction in the blank.

EXAMPLE: They will — They'll clean the building while the custodian is on vacation.

---

do not	1.	We _____ sand against the grain when refinishing wood surfaces.
will not	2.	These trees _____ live long in this temperature.
does not	3.	The starter _____ work in this car.
Let us	4.	_____ examine the order for the three wheelchairs.
have not	5.	I _____ talked with the co-op service about the pesticides yet.
Who is	6.	_____ going to be the business manager for the shop?
I am	7.	It is true that _____ more interested in health care than sales.
are not	8.	The computer programmers _____ familiar with that software.
was not	9.	The gas tank _____ near the welding station.
it is	10.	The counselor said that _____ time to decide what kind of work you would like to do.

Turn Page

3. DIRECTIONS: Find the correct abbreviation of the underlined word in each sentence. Write the number of the correct answer on the line.

EXAMPLE: 2 The secretary could type 65 words per minute.
(1) mt. (2) min. (3) M. (4) me.

_____ 1. The stock clerk noticed that each box contained ten dozen eggs.
(1) dzn. (2) doz. (3) dz. (4) d.

_____ 2. The Original Apple Pie Company was begun in the kitchen of a grandmother from Virginia.
(1) Co. (2) Comp. (3) Cp. (4) Com.

_____ 3. The chef added a pound of butter to this cake.
(1) d. (2) pd. (3) pnd. (4) lb.

_____ 4. The item was catalogued as Number 65-073.
(1) Nu. (2) Nbr. (3) Nr. (4) No.

_____ 5. A properly tuned engine will get more miles per gallon.
(1) mi. per gal. (2) mi. gal. (3) m.p.g. (4) MG

_____ 6. Measure that board out to 6½ feet.
(1) F. (2) fe. (3) f. (4) ft.

_____ 7. There is a job opening for a secretary at the office on Main Street.
(1) St. (2) Str. (3) Sr. (4) S.

_____ 8. To apply for the job, send your resume to Mister Jones.
(1) Ms. (2) Mr. (3) Mi. (4) M.

_____ 9. Doctor Brown thanked her assistant for doing the job well.
(1) Doc. (2) Dct. (3) Dt. (4) Dr.

_____ 10. If you type 55 words per minute, you could type 3,300 words per hour!
(1) h. (2) H. (3) ho. (4) hr.

Turn Page

4. DIRECTIONS: Find the word that means the same as the underlined word in each sentence. Write the number of the correct answer in the blank at the left of each sentence.

EXAMPLE: __2__ Hospital workers are trained to work with people who are ill.
(1) healthy (2) sick (3) distressed (4) anxious

_____ 1. The carpenter made sure that the outside deck of the apartment was safe.
(1) installed (2) useful (3) locked (4) secure

_____ 2. The technicians will examine the x-ray after it is developed.
(1) change (2) complete (3) inspect (4) return

_____ 3. The waitress added up the bill to see if it was right.
(1) enough (2)correct (3) charged (4) wrong

_____ 4. The sander is a helpful tool for refinishing furniture.
(1) simple (2) useful (3) proper (4) important

_____ 5. The welder began to repair the cracked metal.
(1) started (2) wanted (3) waited (4) completed

_____ 6. The tailor changed the length of the skirt.
(1) measured (2) altered (3) planned (4) shifted

_____ 7. The class put in a new watering system for the greenhouse.
(1) installed (2) established (3) invested (4) used

_____ 8. The architect's plan of the office building was accepted by the committee.
(1) shape (2) picture (3) design (4) strategy

_____ 9. The items to be enclosed with the letter were stapled together.
(1) checked (2) fastened (3) inserted (4) packed

_____ 10. They reviewed the computer program for errors.
(1) measured (2) researched (3) checked (4) questioned

Turn Page

5. DIRECTIONS: Some words sound the same but mean different things. Find the word with the correct meaning and spelling for each sentence. Write the number of the correct answer in the blank.

EXAMPLE: What type of wood was used to make this 2 ?
(1) bored
(2) board

---

1. The produce clerk was busy setting out vegetables for the store's big produce _____.
(1) sale
(2) sail

2. The sandpaper was too _____ to use on the soft wood.
(1) coarse
(2) course

3. The _____ graders came out to level the area where the new highway will be built.
(1) road
(2) rode

4. The builder examined the _____ where the new building would be constructed.
(1) sight
(2) site

5. At the packing plant, _____ is packaged and distributed to grocery chains.
(1) meat
(2) meet

6. The wood is not good for cabinet-making because it contains a _____.
(1) not
(2) knot

7. A _____ muscle can be strengthened through exercise.
(1) weak
(2) week

8. Farmers _____ much of their seed and fertilizers from co-ops.
(1) by
(2) buy

9. Push the button on the _____ to make the machine run.
(1) write
(2) right

10. The accountant paid the bills which were _____.
(1) due
(2) do

Turn Page

6. DIRECTIONS: Fill in the blank by writing the number of the word that means the opposite of the underlined word in each sentence.

EXAMPLE: The building was designed so that each floor had several entrances and ___1___.
(1) exits (2) doors (3) openings (4) passages

---

1. When the engine is running too slow, turn the idle screw to make it run _____.
(1) fast (2) slower (3) right (4) more

2. Use polishing compound with a buffing wheel to make rough metal more _____.
(1) shiney (2) light (3) pretty (4) smooth

3. The power switch was up, so the student pushed it _____ to shut off the power.
(1) down (2) off (3) over (4) hard

4. After you have filled all the orders for merchandise from the "in" box, put them in the "_____" box for shipping.
(1) other (2) mail (3) over (4) out

5. To get the sum of the bill, you don't subtract the numbers; you _____ them.
(1) multiply (2) add (3) divide (4) times

6. If the tank is empty, put in gasoline until it is _____.
(1) full (2) not (3) heavy (4) up

7. Wool is used to make heavy fabrics and cotton is used to make _____ fabrics.
(1) colored (2) light (3) other (4) bright

8. A measuring cup with a spout is for measuring wet ingredients, not _____ ones.
(1) light (2) smooth (3) dry (4) soft

9. When you raise a wall section, it is easier to push than to _____.
(1) pull (2) strain (3) lift (4) tug

10. A cashier must never over-charge or _____-charge a customer!
(1) re (2) under (3) not (4) unfairly

Turn Page

7. DIRECTIONS: Quickly read through this passage to get an idea of the context. Then go back and fill in each blank with the number of the word that best fits.

What's In Your Future

"What will you be when you grow up?" Parents, friends, and teachers have probably been asking you that since you were old enough to talk. If you are like most people, your answer changed from year to year. One year, you might say a farmer. The next year, you are sure you want to be a rock star.

Some of your _____ have already decided what they want to be.
(1) friends
(2) neighbors
(3) teachers
(4) relatives

Seeing them so _____ may make you worry about your own uncer-
(1) wishful
(2) certain
(3) doubtful
(4) excited

tainty. But don't worry. You do not have to _____ out your entire
(1) plan
(2) look
(3) decide
(4) see

future now. However, it is a _____ idea to think about the things
(1) serious
(2) silly
(3) good
(4) bad

you like to do in terms of what jobs exist. Obviously, a job that involves

_____ special interests will be the one that makes you the happiest.
(1) his
(2) someone's
(3) your
(4) my

Ask yourself, "Do I _____ working with people, ideas, or things?"
(1) enjoy
(2) know
(3) hate
(4) think

Keep _____ questioning and exploring. It is not necessary to come
(1) him
(2) on
(3) from
(4) them

Turn Page

_____ with answers. The idea is to _____ about yourself.

(1) to
(2) up
(3) around
(4) on

(1) review
(2) forget
(3) learn
(4) see

It would be as much a mistake to _____ now what you want to be and

(1) forget
(2) study
(3) decide
(4) investigate

close your mind to other ideas as it would be not to think about the future at all.

Turn Page

8. DIRECTIONS: Change the word given at the start of each sentence by adding a beginning or ending from the list below. Write this word in the blank.

Beginnings	Endings
im	ion
un	ant
re	er
ex	ing
dis	ment

paint 1. The _____ job took longer than we expected.

write 2. He had to _____ the ad many times before the customer accepted it.

construct 3. The contractor hired a _____ company to build the house.

change 4. Our policy is that if the sweater doesn't fit right, you can _____ it for one that does.

possible 5. It would be _____ for me to do those calculations as fast as a computer does!

improve 6. Health care workers are always seeking _____(s) in their service.

manage 7. The _____ of the store trained us to use the new cash register.

connect 8. Before we could repair the washing machine, we had to _____ the drain hose.

account 9. The _____ for the company will balance the books on Friday.

available 10. The secretary told Mr. Brown that Mrs. Jones was _____ as she was in a conference.

Turn Page

9. DIRECTIONS: Fill in the blanks with the correct punctuation marks. Write an "X" if there should not be any mark in that space. Choose from these marks (',;:!?." ")

John Smith __
18 Whites Road __
Anywhere __ IL __ 66626
December 8 __ 1984

Dear __ Mr __ Jones __

I have just __ finished inspecting the Southside Office Building __ This letter is __ about my inspection __

I am not at all pleased with what I saw __ Items of concern __ include __ full wastebaskets __ dirty bathrooms __ and unpolished floors __ What a mess __ This situation cannot continue __ As I always say __ __ cleanliness is next to pay raises __ __

You and your staff must __ meet with me soon __ Is Friday morning at 8:00 convenient __ I hope to see you then __

Sincerely __

John Smith __ Inspector

Turn Page

READING

10. DIRECTIONS: Examine the next two pages which were taken from a textbook. Use this information to answer the following questions.

---

1. Who wrote this book?

   _____

2. What is the page called where you would find the list of units in this book?

   _____

3. How many units are there? _____

4. What is the title of Unit 18? _____

5. Who wrote the preface of this book?

   _____

6. Which edition is this one? _____

7. The author identifies two uses for this book. Write one of these.

   _____

8. What is the author's suggestion for use of the table of contents?

   _____

9. On what page would you find additional information about air hardening steel? _____

10. On what page would you find information on adding acid to water?

    _____

Turn Page

METALWORK

TECHNOLOGY AND PRACTICE

OSWALD A. LUDWIG

McKNIGHT & McKNIGHT
Publishing Company
Bloomington, Illinois

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Unit 20. Steel Alloys 147

Preface

This book presents instruction and information in the following basic areas of metalwork: bench metalwork, sheet metalwork, forging, heat treatment, foundry work, welding, finishing and quality control, machine tool theory and practice, and numerical control machining.

This fifth edition includes the information necessary for an introductory course in machine shop theory and practice. The lathe unit includes the basic lathe operations through threading, and additional units cover the use of the shaper, milling machines, and grinding machines. A new unit on numerical control machining provides a basic understanding of the principles and practices of this important and widely used machine control method.

Simple language and abundant illustrations have been used throughout the book. A comprehensive vocabulary list is included at the end of each unit. It is important to learn the meanings of technical words in each unit, especially the words which are italicized. Review questions also are included at the end of each unit. The questions may be used as an aid in guiding your study or for review purposes after demonstrations or during class discussions. A revised *Study Guide* (workbook) is also available for use with this new edition.

Metalwork Technology and Practice provides a broad introduction to the theory and practice of metalworking. Metals are basic to our industrial and technological progress and development.

Willard J. McCarthy

How to Use This Book

Textbook or Reference Book

This book may be used as a text for regular study and reading assignments or it may be used for reference purposes.

Demonstration Aid

The teacher may use this book as a guide in planning his demonstration; the student may use it to prepare for the demonstration so that he may observe it more intelligently. It may also be used to follow up the demonstration, for the student can go on with his project with greater confidence and gain skill more quickly if he has the necessary information at hand to help him with details.

Table of Contents

The Table of Contents may be used as a *course outline*.

Units

Each unit is arranged as an instruction sheet. The units have been arranged as much as possible in order of learning difficulty. They may, however, be arranged in other sequences. Those units, or sections, which best meet the needs of the student should be selected.

Occupational Information

Since the philosophy of the *general metal shop* is to provide tryout experiences and to help the student decide upon the occupation he is to follow, certain occupational information has been woven into the text. Unit 2 explains many different kinds of metalworking occupations, including engineers, technicians, skilled occupations, and semiskilled occupations.

Safety

Unit 3 explains general safety practices in the metal shop. Other safety topics are explained throughout the text.

Section Numbers

In this book a *section* is a part of a *Unit*. These sections are numbered throughout the book for ready reference. The sign § means *section;* §§ means *sections*. Many references are made to sections which give more information on certain topics.

Preparing Job Sheets

In planning and using job sheets, the student may be referred to this book for information. This can be done by inserting on the job sheet the number of the section in the book which gives the necessary information. This eliminates including on the job sheet the information about a certain tool or process and simplifies the sheet.

Review Questions

The review questions which follow each unit may be used to guide the student's study and for class discussion of each unit. The questions also may be used after demonstrations to review and establish the points covered in the demonstrations.

Turn Page

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11. DIRECTIONS: Read through these paragraphs once or twice. Then turn the page. You will be telling an imaginary friend about the food industry. If necessary, you may look back.

THE FOOD INDUSTRY

Almost everyone eats out at some time. Students eat at the school lunchroom. Sometimes they gather at a local fast food restaurant after school to have a snack and talk with friends. Any place where people may go and eat away from home is part of the food service industry.

People have been "eating out" for many hundreds of years. Food service as an industry probably started to meet the needs of people who were traveling. Weary travelers would often stop at inns along the roads to rest and get food.

Today, there are many different types of food service establishments. Some offer only food, while others, such as hotels, may offer lodging too. Some even have swimming pools! This makes for many different and interesting jobs for someone interested in making a career in the food service industry.

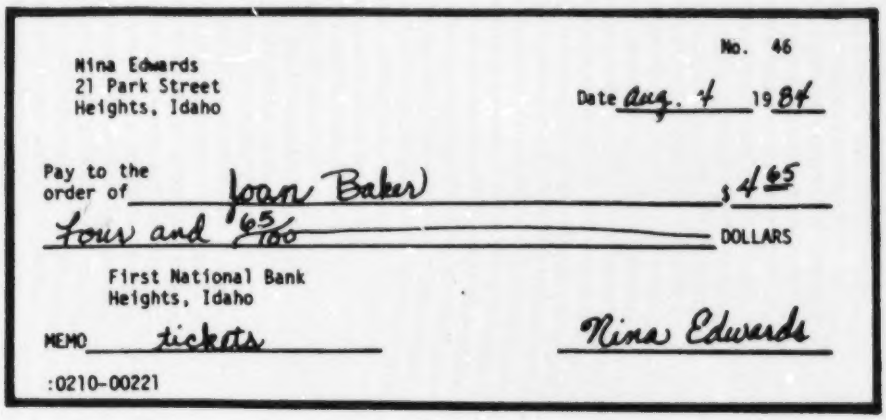
Turn Page

11. (cont.)

DIRECTIONS: Now that you have read about the food industry, what main things would you tell a friend about it? In your own words, give the three main ideas of what you read on the page before.

Turn Page

12. (a) DIRECTIONS: Examine this check and then answer the following questions about it.



Nina Edwards
21 Park Street
Heights, Idaho

No. 46

Date Aug. 4 1984

Pay to the order of Joan Baker $4.65

Four and 65/100 DOLLARS

First National Bank
Heights, Idaho

MEMO tickets

Nina Edwards

:0210-00221

1. What is the name of the person writing the check? _____.
2. Her address is _____.
3. This check number is _____.
4. The date of the check is _____.
5. The account number of this person is _____.
6. The amount of the check is _____.
7. The person receiving the money is _____.
8. The bank paying the check is _____.
9. This check was probably used to pay for _____.
10. The bank is located in _____, Idaho.

Turn Page

12. (b) DIRECTIONS: Examine the service station bill below and answer the questions about it.

SAM'S GAS STATION

Date 3/29/84 No. 82461

For George Mitchell Home ph. 475-2345

Address 2146 Vista Ave. Work ph. 476-5440

Midtown, VA

Make and Year of Car '68 Plymouth - 8 cyl.

PARTS	EA.	AMT.	LABOR	AMT.
spark plugs	2.00	16.00	Replace plugs	15.00
air filter	5.00	5.00	Replace air filter	5.00
			Check hoses (ok - no leaks)	—
TOTAL		21.00		
—	—		TOTAL LABOR	20.00
—	—		TOTAL PARTS	21.00
—	—		TAX	2.05
			TOTAL	43.05

I authorize the above work to be completed on my car.

Signed George Mitchell Date 3/29/84

1. What kind of car is being worked on? _____
2. What parts were necessary for this repair? _____
3. Why did George Mitchell have to sign his name? _____

_____

4. How much was charged for labor to work on this car? _____
5. How much did the parts cost? _____
6. What is the work order number? _____

Turn Page

12. (b) (cont.)

7. How much was charged to check the hoses? _____

8. When did these repairs take place? _____

9. How much does one spark plug cost? _____

10. If George is at work when the car is finished, what number should Sam call? _____

Turn Page

13. (a) DIRECTIONS: Read the following memo and answer the questions below it.

From the desk of
SUSAN MEYERSON

To: All Fellow Workers

On October 15 George Sheehan will visit our office. He is a consultant in management training and will be giving a talk on "Managing Your Time." It will begin at 3:30 p.m. There will be refreshments at 3:15 before the talk begins. Please bring a pencil and paper. Hope to see you all there!

1. Who is the memo from? _____

2. What is the memo about? _____

_____

3. What is the consultant going to talk about? _____

4. When does the talk begin? _____

5. Who would be reading this memo? _____

Turn Page

13. (b) DIRECTIONS: Read the following letter. Answer the questions after the letter, using the information given.

October 31, 1984

Dear Mr. Wyzinski:

This is to answer your letter about the repair parts for the C-74 which you ordered (Invoice #65-943). I am an engineer for the AeroParts Company and am in charge of these parts. I can tell you for a fact that these parts were carefully checked for any defects or problems before they were shipped. After being checked, they were carefully packed for shipment.

We do our shipping with independent trucking companies. It is possible that the damage of which you spoke occurred during shipping. I advise you to contact the Vantrans Trucking Company in Smithsville for information on this invoice.

We are sorry for any inconvenience caused to your firm and we hope that this information will help you. We will be glad to ship another order of these parts upon your request.

Sincerely,

Rose Anderson
Engineer

1. What kind of manufactured goods is the subject of this letter?

2. Who is writing this letter and what position does this person hold?

3. What did this person say probably happened to these goods?

4. What advice did this person give to Mr. Wyzinski?

5. What will the AeroParts Company do for the other company now?

Turn Page

14. (a) DIRECTIONS: Examine the table below. Answer the questions about it.

PIPE DIMENSIONS

Pipe Diameters			Threads Per Inch	Tap Drill Size
Nominal Size	Actual Inside	Actual Outside		
⅛	0.270	0.405	27	11/32
¼	0.364	0.540	18	7/16
⅜	0.494	0.675	18	19/32
½	0.623	0.840	14	23/32
¾	0.824	1.050	14	15/16
1	1.048	1.315	11½	1 5/32
1¼	1.380	1.660	11½	1½
1½	1.610	1.900	11½	1 23/32
2	2.067	2.375	11½	2 3/16
2½	2.468	2.875	8	2⅝

1. If a pipe has a nominal size of 1 inch, what is the actual inside diameter?_____

2. As the nominal size gets larger, do the threads per inch increase or decrease?_____

3. If the actual outside dimension of a pipe is 0.840, what is its nominal size?_____

4. What sizes of pipe have 11½ threads per inch?_____

5. If the nominal size is 1¼", what will the tap drill size be?_____

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Turn Page

14. (b) DIRECTIONS: Look at the chart below. Use this chart to complete the sentences. Write the number of the correct answer in the blank provided.

NATURAL FIBERS

Fiber	Common Fabrics	Characteristics
Cotton	batiste, broadcloth, corduroy, denim, seersucker, terry	Limited only by finish, dye, and construction. Avoid risk of mildew.
Silk	broadcloth, chiffon, crepe de chine, linen, raw silk	Dry cleaning usually preferred. May be hand laundered in mild suds. Avoid overexposure to light. Protect against insect attack.
Wool	challis, crepe, flannel, gabardine, jersey	Dry cleaning usually preferred. Will shrink and melt in presence of moisture, heat, and agitation (as in laundry). Protect against insect attack.

1. Chiffon is a fabric made from the fiber _____.
   (1) cotton (2) silk (3) wool (4) raw silk

2. The best way to clean wool is _____.
   (1) laundry (2) soap (3) by hand (4) dry clean

3. Avoid the risk of _____ with fabrics made from cotton.
   (1) insects (2) mildew (3) dye (4) finish

4. An example of a fabric made from silk is _____.
   (1) crepe (2) corduroy (3) linen (4) flannel

5. All of the fabrics listed here are _____.
   (1) natural (2) synthetic (3) dyed (4) dry cleaned

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Turn Page

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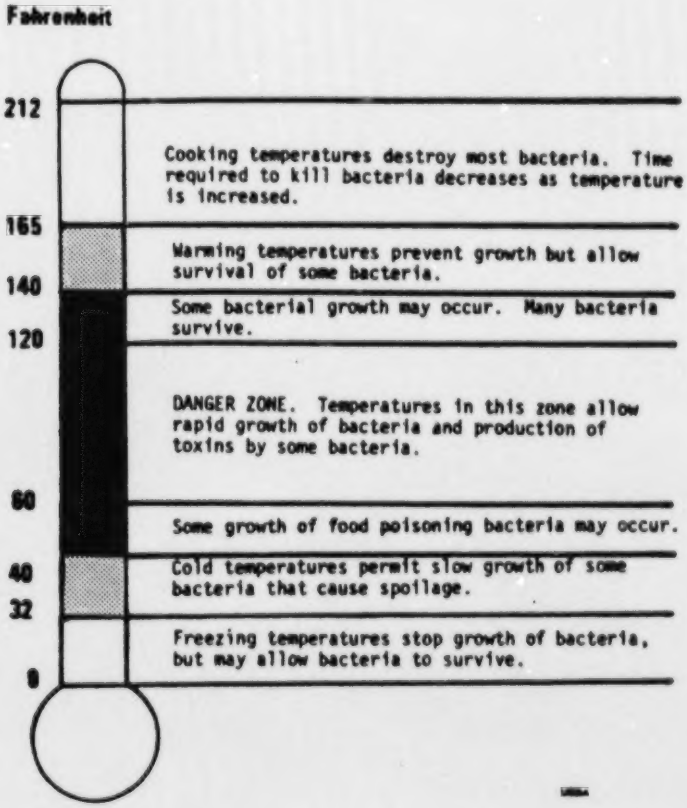
14. (c) DIRECTIONS: Examine the graph below and then answer the questions about it.


Fahrenheit
212
Cooking temperatures destroy most bacteria. Time required to kill bacteria decreases as temperature is increased.
165
Warming temperatures prevent growth but allow survival of some bacteria.
140
Some bacterial growth may occur. Many bacteria survive.
120
DANGER ZONE. Temperatures in this zone allow rapid growth of bacteria and production of toxins by some bacteria.
60
Some growth of food poisoning bacteria may occur.
40
Cold temperatures permit slow growth of some bacteria that cause spoilage.
32
Freezing temperatures stop growth of bacteria, but may allow bacteria to survive.
0

TEMPERATURE OF FOOD FOR CONTROL OF BACTERIA

In the food industry, temperature control is very important for the preservation of food.

1. According to this chart, most bacteria in food can survive between what temperatures? _____

2. What temperatures are included in the Danger Zone for bacterial growth? _____

3. Why is the Danger Zone dangerous for foods? _____

4. If food is left at 50° F, is it possible that food poisoning could happen? _____

5. What do freezing and cooking of food do to the bacteria? _____

Turn Page

15. DIRECTIONS: Many times, you can tell the meaning of a word by the way it is used in a sentence. The underlined words in these sentences have been made up. Find the real word under each sentence which probably means the same thing as the underlined made-up word. Write the number of the correct answer on the line.

____ 1. Chimney sweeping is a potene for people looking for a new and unusual career.
(1) defect (2) choice (3) formation (4) problem

____ 2. Most lebits begin tasting solid foods around the middle of their first year.
(1) babies (2) families (3) puppies (4) students

____ 3. To apply for a bank loan, go to a nasome.
(1) neighbor (2) banker (3) officer (4) friend

____ 4. A good mechanic can usually vrelift engine problems in a short while.
(1) cause (2) identify (3) defend (4) rotate

____ 5. Recommended Daily Allowances are guidelines for nutrient and calorie intake for wolly people.
(1) picky (2) fussy (3) skinny (4) healthy

____ 6. Before making a splice, the ends of the wires must be jontled by removing the insulation.
(1) exposed (2) broken (3) covered (4) fixed

____ 7. When a baker makes muffins or cup cakes, she pours the batter whilfer a muffin pan.
(1) over (2) into (3) without (4) beside

____ 8. The piston is a sliding plunger that rides up and crodle in the cylinder.
(1) down (2) around (3) over (4) through

____ 9. Fashion is a big business pitney people buy new styles every year.
(1) unless (2) in case (3) then (4) because

____ 10. A ciftel arrangement of knives, forks, and spoons is easier to handle than a confused one.
(1) regular (2) pretty (3) neat (4) colorful

Turn Page

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16. DIRECTIONS: These questions are about using the dictionary. Read the parts taken from the dictionary and answer the questions about them.

---

1. Look up the word cashier.

   (a) How many syllables does it have?

   _____

   (b) Which syllable is accented?

   _____

cash-ew(kăsh′o͞o, kə-sho͞′) n. 1.A tropical American evergreen tree. 2.The nut of this tree, edible only when roasted.
cash-ier(kă-shîr′) n. 1.The officer of a bank or business concern in charge of paying and receiving money. 2.An employee whose major function is to handle cash transactions for any of various business operations.
cash-mere(kăzh′mîr, kəsh′-) n. 1.Fine, downy wool growing beneath the outer hair of the Cashmere goat. 2.A soft fabric made of wool from this goat.

2. Look up the words debit and debt.

   (a) Circle the word which means "something owed."

   debit debt

   (b) Write the word which you would use in an accounting ledger and its accounting-related definition.

   _____

   _____

   _____

deb-it(dĕb′ĭt) n. 1.An item of debt as recorded in an account. 2.a. An entry of a sum in the debit or left-hand side of an account. b. The sum of such entries. 3.The left-hand side of an account or an accounting ledger where bookkeeping entries are made.
debt(dĕt) n. 1.Something owed, such as money, goods, or services. 2.An obligation or liability to pay or render something to someone else. 3.The condition of having such an obligation.

3. (a) Circle the correct spelling:

   masonary masonny masonry

   (b) Write the plural of this word.

   _____

ma-son(mā′sən) n. 1.A person who builds or works with stone or brick. 2.A stonecutter.
mason bee. Any of various solutary bees of the genus Anthidium found worldwide, that build clay nests.
Mason jar.A wide-mouthed glass jar with a screw top used widely for home-canning and preserving.
ma-son-ry(mā′sən-rē) n. pl. -ries 1.The trade of a mason. 2.Stonework or brickwork.

Turn Page

16. (cont.)

4. (a) Do you use a plumbago when you are fixing pipes?

_____

(b) What is a plumber's helper?

_____

_____

_____

plumb(plŭm) n. 1.A weight suspended from the end of a line used to determine water depth. 2.Such a device used to establish a true vertical. adj. 1. In a vertical or perpendicular line.
plum-ba-go(plŭm-bā'gō) n. 1.Graphite. 2.Any plant of the genus Plumbago, a leadwort.
plumb bob. A usually conical piece of metal attached to the end of a plumb line.
plumb-er(plŭm'ər) n. A workman who installs and repairs pipes and plumbing.
plumber's helper. A device having a large suction cup at the end of a handle, used to clear drains.
plumb-ing(plŭm'ĭng) n. 1.The pipes, fixtures, and other apparatus of a water, gas or sewage system. 2.The work or trade of a plumber. 3.The act of using a plumb line.

5. (a) Is the "d" in the word "solder" pronounced like the "d" in "soldier"? _____

(b) Write a phonetic spelling for each word.

_____

_____

sol-der(sŏd'ər, sōd'-) n. 1.Any of various fusible alloys, usually tin and lead, used to join metallic parts when applied in the melted state to the solid metal. 2.Anything that joins or cements.
sol-dier(sōl'jər) n. 1.One who serves in an army. 2.An enlisted man or a noncommissioned officer as distinguished from a commissioned officer. 3.An active and loyal follower or worker.

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Turn Page

17. DIRECTIONS: Use the information given on the next page to help you answer questions 2-8.

---

1. You want to call a management consultant whose number is (217) 374-4358. What numbers would you dial if you are calling from:

   (a) the same town?_____

   (b) a different town (same area code)?_____

   (c) if the area code is <u>different</u> from yours, how would you dial this number?_____

2. You live in Mattoon, Illinois and want to call a grain distributor from Watseka, Illinois. What is Watseka's area code?_____

3. You own a small business and want to save money on your telephone orders. When is it most expensive to call long-distance?

   _____

4. To what section of the phone book do you go when you want to find auto parts businesses?_____

5. You have added 3 used taxis to your company but they need tires. Under what <u>heading</u> would you most likely find a list of businesses where you could get tires for your taxi cabs?

   _____

   _____

6. You are trying to find a part for a car engine you are repairing. Give an example of a place you could call to see if they have it.

   _____

7. If you needed tractor parts, whom could you call?

   _____

8. You have called Dabro Supply Co. and they have the muffler you need. Where are they located?

   _____

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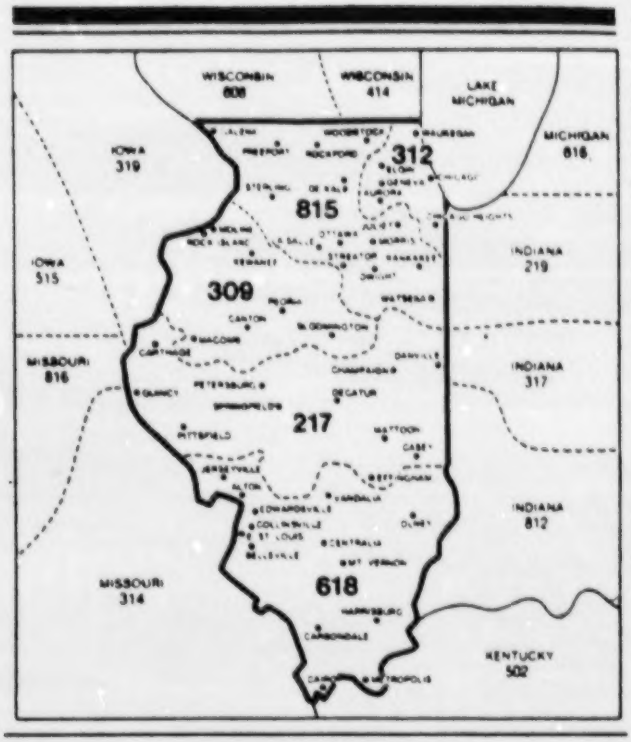

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▶ Automobile Seat Cushions

See Automobile Seat Covers, Tops & Upholstery

▶ Automobile Service Clubs

See Clubs

▶ Automobile Service Stations

See Service Stations-Gasoline & Oil

▶ Automobile Speedometers

See Speedometers

▶ Automobile Storage

See Parking Stations & Garages; also Warehouses-Merchandise

▶ Automobile Supplies

See Automobile Parts & Supplies-Mfrs; also Automobile Parts & Supplies-Retail; also Automobile Parts & Supplies-Whol

▶ Automobile Tires

See Tire Dealers-Retail; also Tire Recapping, Retreading & Repairing

Turn Page

WRITING

18. (a) DIRECTIONS: Read the following report. Circle the parts of the words which have errors in capitalization, reversed letters, or missing or added letters.

REPORT: MEDICAL LABORATORY TECHNICIANS

Medical laboratory technology is on of many helth specialties that have developed over the years. It's a carere that is open equallly to men and women who want to work as a team servicng as a vital link between patients and doctors. the mecidal laboratory technician needs two years of training beyond high school, generally thruogh a comunity college. After gradualtion, one can expect a variety of work settings, such as Hospital clinics and mecidal research facilities.

Turn Page

18. (b) DIRECTIONS: Read the following notice. Cross out any letters, words, or sentences which do not belong.

FOR EXAMPLE: The sentence: "All staff must wear safety safety glasses." would look like this: "All staff must wear safety ~~safety~~ glasses."

NOTICE TO ALLL STAFF:

As as of May 4, 1984, all staff will be required to wear respirators when the working in this section of the pllant. If you don't do not wear theem, you will be docked for the time when you go back and get them. Lunch is at 12:30. Respirators are safety aids!

Ask any ask all questions at the office.

THE BOSS

Turn Page

19. (a) DIRECTIONS: Use this information to write a business letter. Punctuate and capitalize the letter correctly. Put the information in proper form.

James Clark, home economist, is writing the letter. His address is 1210 Park Street, Marysville, Kentucky 37423. The date is March 4, 1984. He is writing to John Allen, director of the Food Institute at the University of Kentucky in Frankfort. He wants to get more information on nutrition for his extension program. Some questions he would like to have answered are: What foods compose the four basic groups? What are good substitutes for meat? Where can he get charts on nutrition?

Turn Page

19. (b) DIRECTIONS: Write a short memo for the following situation:

As chairperson of your Better Business Club, you have invited Ms. Janet Russell, a business leader of the community, to visit your fourth period class. She is the founder of DataCom, Inc. and will give a talk on small business management. You think that people from other classes might be interested so you write a memo which includes the following information: who, what, when, where, why.

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20. DIRECTIONS: Your company, The Surveyors, Inc. (P.O. Box 220, Denver, CO), wants to order some items from The Outdoor Catalog for use on its surveying trips. Look at the catalog descriptions below and then use the order form on the next page to order a Mini Mag-Lite, an aluminum Alpine Lantern and Storage Sack, and a pair of Pocket Binoculars. (You will be paying by check.)

Minolta Pocket Binoculars

Surprisingly easy to use, with an unusually large field of vision for such a small binocular. Easily packed or carried in shirt pocket for bird watching, hunting, sporting events and all outdoor observations. Roof prism system provides superior optical performance. Internal center focus is simple and accurate. Seals out dust and moisture. Focus adjustment on left eyepiece compensates for differing eye strengths. Comfortable rubber eyepiece guards. Rigid diecast body construction provides maximum durability. Withstands the hard use of outdoor activity.
8 x 24 magnifies 8 times. 330 ft. field of view at 1000 yards.
Measures 4 1/16" x 2 1/2" wide. Weight about 7 oz.
8832K Minolta Pocket Binoculars, $165.00 ppd.

Alpine Lanterns

Well designed and sturdily made candle lanterns for backpacking, cycling, camping or mountaineering. Spring loaded candle provides light and trouble-free warmth for up to 9 hours. Lantern collapses into base when not in use. May be hung (bracket included) or will stand on any level surface. Pyrex® cylinder globe with hinged lid for easy lighting. Measures 6 1/2" x 2" when fully extended, 4" x 2" when closed. (Extends to 10" in length when hung, including bracket.) Two styles: Polished Brass. Aluminum. Lanterns come with one candle each.

5278K Brass Alpine Lantern. Wt. with candle 9 oz., $22.00 ppd.
5279K Aluminum Alpine Lantern. Wt. with candle 6 1/2 oz., $14.50 ppd.
5283K Storage Sack. Made of high-grade full-grain leather. Wt. 1 oz., $4.00 ppd.

Mini Mag-Lite™

Same durable, high-quality construction as larger Mag-Lite™ flashlights in a size that leaves extra room in your glove compartment or pack pocket. Halogen bulb switches on and off with a twist of the lens, preventing light from accidentally turning on while not in use. Knurled handle provides sure grip. Waterproof to 200 feet. Extra bulb included in end cap. Handle has lanyard loop. Burns 3 1/2 to 4 hours on two AA alkaline batteries (not included). 5 1/8" long x 1" at lens. Wt. 2 1/4 oz. (without batteries). Color: Black.
6325K Mini Mag-Lite, $14.00 ppd.

Turn Page

20. (cont.)

THE OUTDOOR CATALOG

SHIP TO:

Name or Company

Street or Box

City *State*

We Pay Regular Shipping and Handling Delivery Charges

	Stock No.	Color	Size	How Many	Description	Amount

PAYMENT METHOD

MasterCard VISA® AMOUNT ENCLOSED $_____

Card Account Number:

Month Year

Card Expiration Date Required

Customer Signature

Item Total	
5% Sales Tax on Shipments to Maine	
Regular SHIPPING & HANDLING DELIVERY Charges within U.S.	PAID
TOTAL	

67-68

Turn Page

SPEAKING

21-23. DIRECTIONS: Write in the space below your main vocational program area. After that, think of something that you learned how to do recently and would feel comfortable explaining to someone else who doesn't know anything about it. The test administrator will ask you to tell him or her about this topic later.

Vocational Program Area _____

Your "How To" Topic _____

Notes to Myself _____

GO ON TO NEXT PAGE

LISTENING

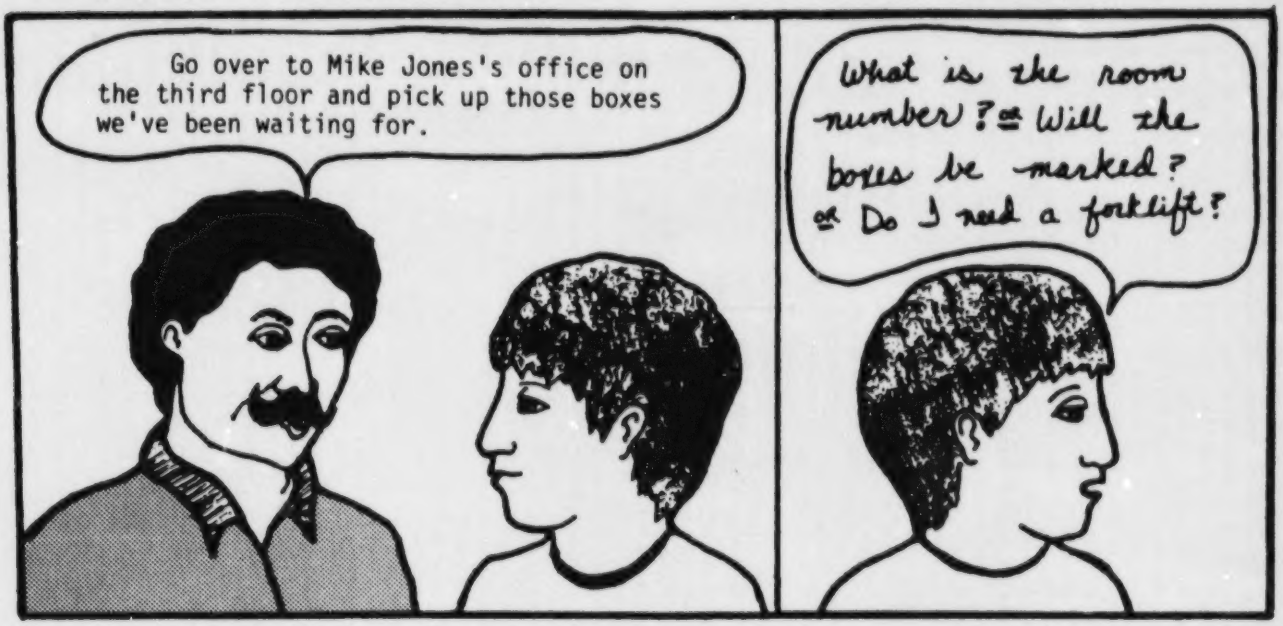
24. DIRECTIONS: Sometimes we think we understand what someone has said, but it turns out that we got the wrong message. Listen to this [TAPED] conversation and when it is over, write down what the conversation was about to an imaginary fellow worker.

GO ON TO NEXT PAGE

25. DIRECTIONS: You're new on the job and your boss gives you some directions. What questions should you ask if you don't understand the directions given? Give <u>one</u> possible response for each.

FOR EXAMPLE:

IF YOUR BOSS SAYS: YOU SHOULD ASK:


Go over to Mike Jones's office on the third floor and pick up those boxes we've been waiting for.
What is the room number? Will the boxes be marked? Do I need a forklift?

<u>IF YOUR EMPLOYER SAYS</u>: <u>YOU SHOULD ASK</u>:

1. Sort these red and blue parts out and keep the red ones. 1. _____
2. Take these over to Mrs. McCarthy's. 2. _____
3. Send this package to the Rudolph Company. 3. _____
4. Tie that piece of wood together with those others. 4. _____
5. Make a hole in the ground over by the house. 5. _____

Turn Page

26. DIRECTIONS: Examine each of the pictures below and answer the questions about them. Put the number of the correct answer in the blank.

---

1. ____ The boss has asked Sam to the office to talk about a new employee benefit program. How could he show her that he is more interested?

(1) Do nothing different
(2) Stand up.
(3) Look at her.
(4) Put both feet on the floor.

2. ____ The foreman is explaining how to use the equipment. What message is the other man sending by his actions?

(1) He is happy.
(2) He is not interested.
(3) He is sad
(4) None of these.

Turn Page

26. (cont.)

3.

3. ____ You decide that you should go ask your boss for a raise. However, when the boss comes into the office, she looks like this. What do you think now?

(1) It's still a good idea to ask the boss for a raise now.
(2) Maybe it would be better to wait awhile.
(3) Maybe you should forget about the idea altogether.
(4) You should ask the boss what's wrong with her.

4.

4. ____ You are explaining a new technique to an employee. If he looks like this, what can you conclude?

(1) He is hungry.
(2) He likes the idea.
(3) He doesn't understand it.
(4) He is stupid.

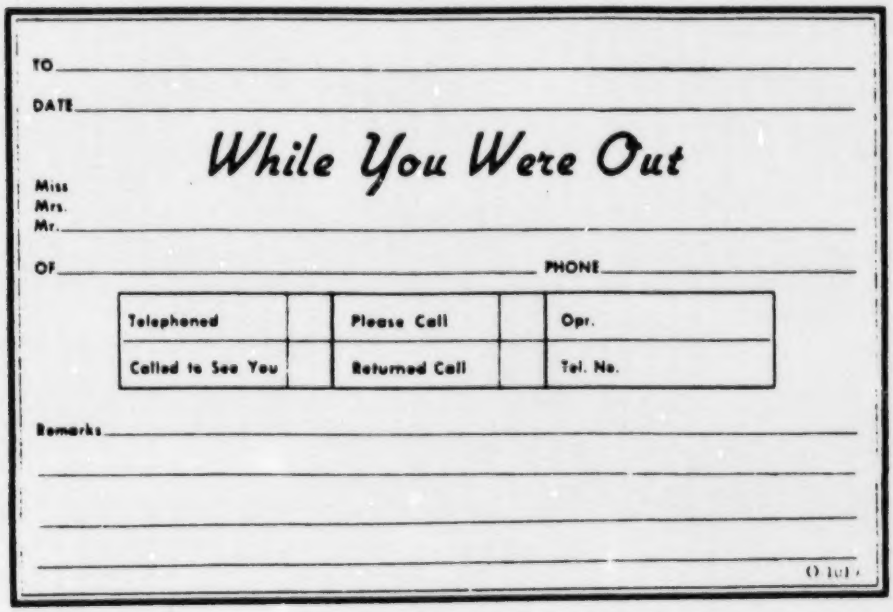
5.

5. ____ You work with George who looks like this. From the picture, what would you say is <u>most</u> true about George?

(1) George doesn't like to come to work.
(2) George is bored with his work.
(3) George is looking forward to lunch.
(4) George seems to like his work.

Turn Page

27. DIRECTIONS: Listen to the [taped] message as if you were answering the telephone. It will be played twice. As the person requested is not in, take down the necessary information on the telephone message pad.



TO _____

DATE _____

While You Were Out

Miss
Mrs.
Mr. _____

OF _____ PHONE _____

Telephoned		Please Call		Opr.	
Called to See You		Returned Call		Tel. No.	

Remarks _____

_____

_____

_____

STOP. YOU ARE FINISHED.

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GENERALIZABLE VOCATIONAL COMMUNICATIONS SKILLS ASSESSMENT
PERFORMANCE TEST
SKILL PROFILE

Scales/Skills	Skill/Item Number	Number Correct
WORDS AND MEANINGS		
use plurals	1 (1-10)	____
use contractions	2 (11-20)	____
use abbreviations	3 (21-30)	____
words of same meaning	4 (31-40)	____
words which sound alike	5 (41-50)	____
use opposites	6 (51-60)	____
appropriate word choices	7 (61-70)	____
beginnings and endings	8 (71-80)	____
punctuation	9 (81-90)	____
	Total	____
READING		
finding information	10 (91-100)	____
paraphrase a reading passage	11 (101-110)	____
understand forms	12 (111-120)	____
understand notes and memos	13 (121-130)	____
understand charts, graphs, and tables	14 (131-140)	____
words and meanings	15 (141-150)	____
using a dictionary	16 (151-160)	____
using a telephone book	17 (161-170)	____
	Total	____
WRITING		
review and edit	18 (171-180)	____
written correspondence	19 (181-190)	____
fill out forms	20 (191-200)	____
	Total	____
SPEAKING		
speak fluently	21	____
pronunciation	22 (201-210)	____
speak effectively	23	____
	Total	____
LISTENING		
paraphrase a conversation	24 (211-220)	____
clarify communication	25 (221-230)	____
nonverbal cue	26 (231-240)	____
notes on conversations	27 (241-250)	____
	Total	____
	TOTAL Score	____

OVER

Comments:

Appendix F

Performance Test Answer Key

PERFORMANCE TEST

ANSWER KEY

The following is the answer key for each of the items in the Performance Test. Most of the items have either correct or incorrect answers. However, some of the items may have more than one correct answer or may require subjective judgment. If there is more than one answer to any item, then some or all of the answers are listed. If the scoring requires subjective judgment for any item, then guidelines for the correct answers are provided.

In every case, the specific skill only should be assessed. That is, other skills which might be involved, such as capitalization, should not be considered unless noted.

In addition, each skill assessment has been given a value of 10 points. However, there may be more or less than 10 items for a skill assessment. In these cases the number of items and the point value of each item will be noted. Therefore, unless specified, a skill assessment of 10 items will be worth 10 points (i.e, 1 point for each item).

1.

1) teeth
2) halves
3) boxes
4) salaries
5) women
6) businesses
7) cashiers
8) machines
9) sheep
10) children

2.

1) don't
2) won't
3) doesn't
4) Let's
5) haven't
6) Who's
7) I'm
8) aren't
9) wasn't
10) it's

3.

1) 2
2) 1
3) 4
4) 4
5) 3
6) 4
7) 1
8) 2
9) 4
10) 4

4.

1) 4
2) 3
3) 2
4) 2
5) 2
6) 2
7) 1
8) 3
9) 3
10) 3

5.

1) 1
2) 2
3) 1
4) 2
5) 1
6) 2
7) 1
8) 2
9) 2
10) 1

6.

1) 1
2) 4
3) 1
4) 4
5) 2
6) 1
7) 2
8) 3
9) 1
10) 2

7.

1) 1
2) 2
3) 1
4) 3
5) 3
6) 1
7) 2
8) 2
9) 3
10) 3

8.

1) painting
2) rewrite
3) construction
4) exchange
5) impossible
6) improvement, improvements
7) manager
8) disconnect
9) accountant
10) unavailable

9. Total = 30 items at 1/3 point each.

John Smith x
18 Whites Road x
Anywhere x, IL x 66626
December 8 / 1984

Dear x Mr . Jones : or ,

I have just x finished inspecting the Southside Office Building .
This letter is x about my inspection .

I am not at all pleased with what I saw . Items of concern x include : or x full wastebaskets / dirty bathrooms / and unpolished floors .
What a mess ! This situation cannot continue . As I always say /
" Cleanliness is next to pay raises . " (or " .)

You and your staff must x meet with me soon . Is Friday morning at 8:00 convenient ? I hope to see you then .

Sincerely /

John Smith / Inspector

10.

1) Ludwig -or- Oswald A. Ludwig
2) Table of Contents
3) 20
4) iron
5) McCarthy -or- Willard J. McCarthy
6) 5th, fifth
7) text -or- reference
8) outline -or- course outline
9) 362
10) 63

11. Total = 3 items scored as follows.

(1) Any place where people eat away from home is part of the food service industry. (3 points)

(2) Food service as an industry probably began in order to meet the needs of travelers. (3 points)

(3) The food service industry is composed of many different types of jobs. (4 points)

12. Total = 20 items at 1/2 point each.

(a)

1) Nina Edwards
2) 21 Park St.
3) 46
4) Aug. 4, 1984
5) 0210-00221
6) $4.65
7) Joan Baker
8) First National Bank
9) tickets
10) heights

(b)

1) Plymouth
2) spark plugs, air filter
3) authorization
4) $20.00
5) $21.00
6) 82461
7) -- -or- 0 -or- no charge
8) Mar. 24, 1984 -or- 3/24/84
9) $2.00
10) 476-5440

13.

(a)

1) Susan Meyerson
2) talk by consultant -or- Sheehan
3) managing your time
4) 3:30
5) all fellow workers

(b)

1) repair parts -or- for C-74
2) Rose Anderson, engineer
3) damaged during shipping
4) contract Vantrans Trucking Co.
5) ship another order

14. Total = 15 items at 2/3 point each.

(a)

1) 1.048
2) decrease
3) ½
4) 1, 1¼, 1½, 2
5) 1½

(b)

1) 2
2) 4
3) 2
4) 3
5) 1

(c)

1) 0-165
2) 60-120
3) rapid growth of bacteria -or- production of toxins
4) yes
5) stops growth -and/or- destroys most

15.

1) 2
2) 1
3) 2
4) 2
5) 4
6) 1
7) 2
8) 1
9) 4
10) 3

16. Total = 10 lettered items at 1 point each.

1) (a) 2
   (b) second -or- "ier" -or- "shier"
2) (a) debt
   (b) debit: the left-hand side of an account or an accounting ledger where book-keeping entries are made
3) (a) masonry
   (b) masonries
4) (a) no
   (b) a device having a large suction cup at the end of a handle used to clear drains
5) (a) no
   (b) solder: sod' r; soldier: sōl'j r -or- sod er; sol jer

17. Total = 10 items at 1 point each.

1) (a) 374-4358
   (b) 1-374-4358
   (c) 1-217-374-4358
2) 815
3) Mon-Fri. 8-5 -or- weekdays 8-5
4) yellow pages
5) automobile tires -or- tire dealers
6) any listing under "parts", e.g., Bryant's, Burkes, Carriage, Decatur, E. B. Collins, Illini Mercury, A-1 Tire and Battery, Champaign Automotive, Chevrolet, Sullivan, etc.
7) E. B. Collins
8) 1201 S. Neil, Champaign

18. Total = 20 items at 1/2 point each.

(a)

REPORT: MEDICAL LABORATORY TECHNICIANS

Medical laboratory technology is on of many helth specialties that have developed over the years. It's a carere that is open equalliy to men and women who want to work as a team serviching as a vital link between patients and doctors. The mecidal laboratory technician needs two years of training beyond high school, generally thruogh a comunity college. After graduaition, one can expect a variety of work settings, such as Hospital clinics and mecidal research facilities.

(b)

NOTICE TO ALL STAFF:

As ~~as~~ of May 4, 1984, all staff will be required to wear respirators when ~~the~~ working in this section of the plant. If you ~~don't~~ do not wear them, you will be docked for the time when you go back and get them. ~~Lunch is at 12:30~~. Respirators are safety aids!

~~Ask any~~ ask all questions at the office.

THE BOSS

19. Total = 20 items in Part (a) at 1/3 point each and 10 items in Part (b) at 2/3 point each.

(a) Score as follows for punctuation, capitalization, and proper form. Form may be as below or in block style.
Total = 20 items worth 1/3 point each.

19. (a) (cont.)

1210 Park Street	1/3 point
Marysville, Kentucky 37423	1/3 point
March 4, 1984	1/3 point
	Placement = 1/3 point
John Allen (-or- John Allen, Director)	1/3 point
Director, Food Institute	1/3 point
University of Kentucky	1/3 point
Frankfort, Kentucky	1/3 point
Dear Mr. Allen: (-or- ,)	1/3 point
I am a home economist and I would like to get more information on nutrition for my extension program. I would like to know (-or have information on-) the following: What foods compose the four basic groups? What are good substitutes for meat? Where can I get charts on nutrition?	May be paraphrased but should include the requested information. Body of text worth 9(1/3) points.
Thank you for your assistance.	
Sincerely,	1/3 point
James Clark	
James Clark	1/3 point

19. (cont.)

(b) Score 2/3 point each for answering the following information within the memo: who, what when, where, why. Total points = 10/3. The following presents two possible formats.

To: All Classes

From: Chairperson, Better Business Club

Ms. Janet Russell, the founder of DataCom, Inc. and a business leader of the community, will be giving a talk in the fourth period business class. She will speak on small business management.

All are invited!

-or-

Attention! -or- Please Note!

The Better Business Club will host Ms. Janet Russell, a local business leader and founder of DataCom, Inc., in the fourth period business class. She will be giving a talk on small business management. All are invited!

Chairperson, Better Business Club

20. Score as indicated below.

THE OUTDOOR CATALOG

SHIP TO:

We Pay Regular Shipping and Handling Delivery Charges

Name or Company: THE SURVEYORS, INC. — 1 point

Street or Box: P.O. BOX 220 — 1 point

City: DENVER State: CO — 1 point

Stock No	Color	Size	How Many	Description	Amount	
6325K	Black	—	1	Mini Mag-Lite	14	00 — 1 point
5279K	—	—	1	Alum. Alpine Lantern	14	50 — 1 point
5283K	—	—	1	Storage Sack	4	00 — 1 point
8832K	—	—	1	Minolta Pocket Binoculars	165	00 — 1 point

PAYMENT METHOD

MasterCard VISA AMOUNT ENCLOSED $ 197.50

Card Account Number:

Month Year

Card Expiration Date Required

Customer Signature

Item Total	197	50 — 1 point
5% Sales Tax on Shipments to Maine	—	—
Regular SHIPPING & HANDLING DELIVERY Charges within U.S.	PAID	
TOTAL	197	50 — 1 point

Amount Enclosed = 1 point

(Item Total and Total must equal the same amount)

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21-23. Total = 5 items of assessment to be scored as follows.

ASSESSMENT FOR:	SCORE		
Fluency	0	1	2
Pronunciation	0	1	2
Eye Contact	0	1	2
Posture	0	1	2
Gestures	0	1	2

Total Score _____

24. Score 2 points for each of the main ideas of the conversation as indicated below.

---

(1) There will not be a staff meeting this afternoon

(2) as the boss has gone out to look for a new plant location.

(3) The reason is because profits were down,

(4) but if the plant diversifies, they might be able to pull profits back up;

(5) so now they'll be making three types of fertilizer instead of just one.

---

25. Total = 5 items at 2 points each.

Score up to two points each for correct responses. Responses should also be appropriate to a work situation. Some possible correct answers are given below. The student needs to give only <u>one</u> response per item.

<u>Examples</u>

1. What should I do with the blue ones?
   Where should I put the red ones?
   Should I throw the blue parts away?

2. Who is Mrs. McCarthy?
   Where is Mrs. McCarthy?
   How can I get there?

3. What is the address of the Rudolph Company?
   How do you want them sent?
   Do you want me to mail it?

4. What should I tie them with?
   Which other pieces of wood?
   How should it be tied?

5. Which house should I make the hole by?
   What should I make the hole with?
   How big should the hole be?

---

26. Total = 5 items at 2 points each.

1) 3
2) 2
3) 2
4) 3
5) 4

27. Total = 7 items to be scored as follows.

To	_____	(1 point)
Date	_____	(1 point)
Miss/Mrs/Mr	_____	(1 point)
Of	_____	(1 point)
Phone	_____	(No points)
Telephoned	(√)	(1 point)
Remarks	_____	(5 points)